REPORT RESUMES

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AN EVALUATION OF OPERATION HEAD START BILINGUAL CHILDREN, SUMMER, 1965.

BY- MONTEZ, PHILIP AND OTHERS

FOUNDATION FOR MEXICAN-AMERICAN STUDIES

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IN CALIFORNIA, THE MEXICAN-AMERICAN STUDENT IS TWO YEARS BEHIND THE NEGRO STUDENT AND THREE AND A HALF YEARS BEHIND THE ANGLO-AMERICAN IN SCHOLASTIC ACHIEVEMENT. SINCE HE REPRESENTS TWO DISTINCT AND OFTEN DIVERGENT CULTURES, ENGLISH-SPEAKING, MIDDLE-CLASS ORIENTED SCHOOLS MAKE ASSIMILATION VIRTUALLY IMPOSSIBLE. A HEAD START AND A FOLLOW THROUGH PROJECT IN THE SPANISH-SPEAKING COMMUNITY ARE EVALUATED IN TERMS OF SOCIAL ATTITUDES TOWARD THE LEARNING TASKS AND EXPERIENCES OF THE MEXICAN-AMERICAN CHILD. THE PRE-SCHOOL PROGRAM IS DISCUSSED BY EACH OF THESE REPORTING GROUPS (1) TEACHERS, (2) PARENTS, (3) TEACHER AIDES, AND (4) "FOLLOW-UP" TEACHERS. (CD)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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An Evaluation of Operation Head Start
Bilingual Children
Summer, 1965

(by)

Philip Montez
Executive Director

The Research Reported Herein was Supported Through the Office of Economic Opportunity, Project Head Start

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FORWARD

There is a Mexican saying which became a popular song here in the United States about a decade ago:

Que sera, sera.

What will be, will be.

It is an expression of Mexican life which the Mexican-American that unique human combination of two great cultures cannot accept if we are to make our contribution to the United States.

In the past, we, as Mexican-Americans, have allowed others to search out solutions to dilemmas created when out cultures clashed instead of blended. We have accepted others' word when told that we were not capable of analyzing our own needs, finding our own answers.

We became spectators while others often acting with little knowledge of the culture of the Mexican-American and with no feeling tone for our special society attempted to cure our social and economy ills.

Cures have not come.

The Mexican-American student in the Pacific Southwest lags behind his Anglo-American classmate as much as six years in scholastic achievement. Here in California, he trails two years behind the Negro student, 3½ years behind the Anglo-American.

Thirty five percent of the Mexican-American families residing in the Southwest live in poverty. In the Southwestern states of Colorado, Texas and California, the Mexican-American earns less, per capita, than the Negro.

At the Foundation, we are not interested in laying blame for the plight of the Mexican-American. We are interested instead in participating in answers.

We feel that our Board of Directors and our staff has something unique to offer in educational research on the bilingual, bicultural Mexican-American.

When Dr. Edmund Gordon, Director of Research and Evaluation, Project Headstart, contracted our Foundation to evaluate the effectiveness of the federal Headstart program on the bilingual, bicultural child, he took a step which someday may be regarded as historic in Southwestern educational circles.

For the first time, a truly Mexican-American organization was being asked by our government to research a Mexican-American problem.

For many years, Mexican-American educators have been critical of the research conducted by outside groups on this United States ethnic community of five million persons.

The research, it has been charged, too often sought answers only to surface symptoms. The problems themselves were overlooked, misunderstood. The frame of reference used by researchers and educators alike was such that these persons never really came close enough to the Mexican-American community to grasp the subtleties involved in this dual culture.

The responsibility which Dr. Gordon placed on our Foundation was a big one.

Our Board moved to meet this challenge by seeking out the most qualified personnel available to staff the project both from within the Mexican-American educational community and without.

They were joined by many, many others including Headstart teachers and parents and children, in their effort to make this a meaningful study.

Les damos gracias y un fuerte abrazo a todos.

We are more than pleased at the results of their combined dedication and effort. We are genuinely excited.

We feel that the evaluation participants have, through their pioneering methods, captured some answers which have eluded others in the past.

Many answers must still be found, of course.

But some are here, ready to be acted upon right now, to bring about a new involvement and understanding of the Mexican-American community in our educational process.

We at the Foundation for Mexican-American Studies do not believe that research belongs on shelves.

It belongs in places more accessible than that.

We hope that what our staff has learned and recorded here will be put to use in programs that will allow this great human resource of our nation--the bilingual, bicultural Mexican-American child--to make his full potential contribution.

HERMAN SILLAS, JR., Chairman
Board of Directors
Foundation for Mexican-American
Studies

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Section I

INTRODUCTION

With the enactment of the Economic Opportunity Act, Operation Head Start was created in an effort to ameliorate the initial disadvantage of the children who are faced with a major problem of "cultural misunderstanding". In the case of the Mexican-American child, representing as he does, two distinct and often diverse cultures, the effects of cultural-linguistic schism between the English-speaking, middle-class oriented schools and the folkways of his Mexicam-American heritage are such as to make assimilation virtually impossible for him.

The value system of the schools is Anglo-urban in orientation, consequently this is the value system of most teachers. There is no comprehension of that part of the Mexican-American child which is Spanish-speaking, Mexican oriented. Without knowledge of why a child is different, the teacher can in no way compensate for that part of the child's personality which is unlike her own. There has been no research done which attempts to present both value systems, Anglo-urban and Mexican folk. Most researchers have an Anglo-urban "frame of reference", resulting in a lack of understanding of that which is "Mexican".

We do not know what truly happens to a bilingual-bicultural child when he is placed in a monolithic situation such as our schools, or as a matter a fact, society. We know only that few survive.

Mexican-American children do not live in a vacuum for the first five years of life. The period prior to entering school is one of constant bombardment with dual language and cultural forces. This varies with each child in degrees. This is due to the dual cultural forces in operation within the Mexican-American barrio. Consequently when the child enters school he may be 10 percent "Mexican" and 90 percent "Anglo", or 90 percent "Mexican" and 10 percent "Anglo". Each one is different. Yet, whatever percent of that child's personality is bicultural and bilingual, it is a great and important part of his or her total personality. This we can not deny. It is impossible to expect him to be 100 percent English-speaking and Anglicized.

A fundamental assumption of Project Head Start is that economic deprivation is often associated with a reduced number of contacts between the child and other people, as well as between the child and environmental objects; and that these limited connections with objects and people provide an inadequate experiential background for success in school. Thus the Child Development Center was devised as an attempt to draw together all of the resources - family, community and professional - which can contribute to the child's total development.

Research has shown that a child develops responsible attitudes and values toward school and learning very early in life. In addition, previous investigations have shown that the earlier a child is exposed to the background experiences needed prior to his enrollment in kindergarten, the higher his achievement and potential for learning will become. Many culturally different children, especially those from homes where English is not spoken, miss out on the prerequisite experiences which most middle-class children obtain from their parents. Consequently, when a culturally different child enters school, he is already handicapped in many respects.

Historically, parents of culturally different children have tended to refuse to respond to pre-school educational programs which were initiated for the benefit of their children. Researchers and educators in the past too often accepted the notion that these parents do not support public school education because of their alleged indifference. Their conclusions were frequently based on methods and procedures that are directed in a microscopic-life fashion on such factors as the child's aptitude, attitudes and values toward education. Previous studies have likewise been directed on the effect teachers and other school personnel have on the child's psychological orientation to the school.

The evaluation presented here is concerned with describing many aspects of the socio-cultural milieu which surround the pre-school children who attended Project Head Start. Certainly even before the classes were started the Mexican-American community, with the following organizations providing volunteers:

Association of Mexican-American Educators
Council of Mexican-American Affairs
G. I. Forum
Latin American Civic Association
League of United Latin American Citizens
Mexican-American Civic Organization

These groups went from door to door in their own communities recruiting children to participate in the Headstart program. Because of the concern of these volunteer groups and the willingness with which the parents responded to the questionnaire that forms the major basis for this study, we feel that this report will describe the extent to which non-educational factors outside of the immediate pupil-parent-school triad may affect the child's participation in Headstart programs.

STATEMENT OF THE PROBLEM

Because of the unique problems of the Mexican-American child, and lack of understanding by educators in finding solutions, The Foundation for Mexican-American Studies, in cooperation with the Office of Economic Opportunity, proposed to evaluate the stated objectives of Head Start as this program operated within the Spanish-speaking community.

A second major interest was to measure social attitudes toward the learning tasks and experiences of the Mexican-American child. The attitude scale was designed to reflect and identify specific feelings which were historically considered to be expressions of discriminatory practices and a source of "cultural misunderstanding".

A third interest was to compare each of the reporting groups: teachers, parents, teacher aides and the "follow-up" teachers with one another in order that variance of feeling and judgment regarding the preschool program might be compared.

Each group, however, was evaluated in terms of its experience with and knowledge of Mexican-American culture and history.

In addition, particular effort was made to explore the family background of the children participating in Head Start. Specific resources within the family per se, such as community contact and participation, newspapers read, etc., were identified.

PURPOSES OF THE STUDY

It was the purpose of this study:

1. To determine whether or not the stated objective of Operation Head Start had been achieved in the following listed areas of concern:

a. Staff: Preparation, training and attitude toward Mexican-Americans.
b. Medical Services
c. Volunteers
d. Parents
e. Social and psychological services

2. To measure social attitudes toward the learning tasks of the Mexican-American child - specifically to identify those feelings which were historically considered to be expressions of discriminatory practice and provide an important expression of cultural misunderstanding.

3. To compare each of the reporting groups (teachers, parents, teacher aides, and follow-up teachers) with one another in order that variance of feeling and judgment regarding the success of Head Start might be identified.

4. To explore the family background and tradition of the children and to determine the extent of their experience of Mexican-American culture and history.

QUESTIONS TO BE ANSWERED

This study has attempted to answer the following pertinent questions:

A. Teachers

1. What is the educational background and experience of Head Start teachers.
2. Do the teacher responses on their attitude toward their experience with Mexican-American children reflect a bias and/or differ significantly from that of the parental responses.

B. Parents

1. What are the responses of the parents of Head Start participants in describing their education, occupational status, home ownership, level of income, family size and familiarity with the culture and history of the Mexican heritage.
2. What are the parental attitudes toward the educational experience of Mexican-American children.
3. What are the parental responses to the social factors of their degree and competency in Spanish.
4. How effective do the parents judge Operation Head Start to be in the following respects:

    a. Medical psychological and dental care services
    b. Program
    c. Morale of staff
    d. Community participation

5. What are the parental responses on each of the following civic and/or social factors:
    a. School
    b. Civic
    c. Church
    d. Newspaper, magazines and radio

C. Teacher Aides

1. What is the educational background and experience of Head Start teacher aides.
2. Do the teacher aide responses on their attitude toward their experience with Mexican-American children reflect a bias and/or differ significantly from that of the parental or teacher responses.
3. How effective do the teacher aides judge Operation Head Start to be in the following respects:
    a. Medical, psychological and dental care services
    b. Program

        c. Morale of staff
        d. Community participation

D. Follow-up Teachers

1. What is the educational background and experience of Head Start follow-up teachers.
2. Do the follow-up teachers' responses on their attitude toward their experience with Mexican-American children reflect a bias and/or differ significantly from that of the parental, teacher, or teacher aide responses.
3. How effective do the follow-up teachers judge Operation Head Start to be in the following respects:
    a. Medical psychological and dental care services
    b. Program
    c. Morale of staff
    d. Community participation

GENERAL METHODS AND PROCEDURES

Geographical boundaries:

The Operation Head Start programs evaluated in this study were located from Santa Barbara to Oceanside, and were selected because of the particularly large concentration of Mexican-Americans within their population. Figure 1. shows the locations of the participating cities.

The ten (10) sponsoring agencies serving approximately 7,880 children located in Los Angeles County who supplied the sampling of this study were:

Pacific Oaks College

Latin American Civic Association

Center for Early Education

Urban League

Los Angeles County Schools

1. Azusa Unified School District
2. Baldwin Park School District
3. Bassett School District
4. Compton School District
5. Duarte Unified School District
6. El Monte School District
7. El Rancho School District
8. Garvey School District
9. Inglewood School District
10. Long Beach Unified School District
11. Los Nietos School District
12. Rowland School District
13. Soledad Agua Dulce School District
14. Westside School District

A sample was also obtained from three programs outside of Los Angeles County. The Ventura School District and the Westside School District of Ventura County cooperated, as well as the Oceanside School District of San Diego County.

Selection of the Sample: A selection of approximately 3% of the total Headstart population (N-236) was made. Information was obtained from 472 Child Data cards completed by the forty one (41) different centers. The Child Data cards were then sorted by sex and every second card from each of the two groups was chosen to determine the sample. Alternate cards were selected to be used as replacements for those families who for one reason or another could not be located or who did not wish to participate.

The parents of these Headstart children were then interviewed. In addition to the parent group, all of the teachers in the selected sites (N-73) were interviewed, also the teacher aides in these classes who could be located, and finally the "follow-up" teachers.

Construction of the Instrument: The questionnaire was designed to explore systematically the responses of parents, teachers, teacher aides and follow-up teachers to the success of Operation Head Start in terms of its stated objectives and to relate these expressed opinions to their unique personal-social backgrounds.

In its initial stages, a committee of two psychologists, educators (N=5), and (7) indigenous parents met to draw up the preliminary format for the questionnaire. The following basic guidelines were utilized by the committee in the editing and selecting of items for the questionnaire: (1) to develop an instrument that would be presented in both Spanish and English; (2) to include theoretical relevant items of basic concern to the Mexican-American community in the content; (3) to strive for clarity of meaning, keeping in mind the many differences inherent in variant cultures and problems of communication; and (4) to examine appropriateness of vocabulary and content to be used in the questionnaire for the "culturally different" parents.

The rough draft of the questionnaire was submitted to review by the Board of the Foundation for Mexican-American Studies and to Dr. Elnora Schmadel, psychologist, for critical additions and revisions. Finally the completed questionnaire was translated into Spanish by Mr. Marcos de Leon, community coordinator for the Los Angeles City School District.

Two editions of the questionnaires were available for the survey;

one in English and the other in Spanish. The two editions are found in Appendix A.

ATTITUDE SCALE

The Attitude Scale, embodied in the questionnaire was initially derived from the expression of feelings on the part of members of the Foundation for Mexican-American Studies. Each of the members involved listed the kinds of experiences and feelings which he or she had encountered in his or her own school experience. These basis feeling patterns were then reduced to a series of questions designed to elicit a response which might indicate prejudice on the part of the teacher, but more importantly was designed to identify those teaching-learning problems that would be troublesome in the school experience of the Operation Head Start children. Parental attitude was explored by means of the same instrument in order that variance between the teachers, teacher aides and parents themselves could be identified.

Further use of the Attitude Scale might include a specific program change that would take into account the widespread feelings that the Mexican-American has toward education and the educational process. If indeed, the people who are culturally different feel primarily discriminated against by the very agency responsible for their educational and social improvement then they have no recourse, little hope of self-improvement and can make no contribution to society as a whole. The tremendous concern that Mexican-Americans have for their children to succeed in school is a measure of their willingness to risk again and again the hurtfulness that comes from disappointment and discrimination. Yet their attitude toward school and the learning tasks of the children reflects the bitterness of their earlier experiences.

The basis guidelines utilized in the selection of items to be used in the questionnaire are discussed in the Introduction.

Administration Procedures: Interviewers (N=15) and field supervisors (N=5) were recruited from both the Anglo and Mexican-American populations with Spanish speaking interviewers being assigned to the Mexican-American parents.

An intensive orientation and training session on the objectives, procedures and rationale of the survey was provided for each interviewer and field supervisors prior to his or her field assignment.

In all instances the interviews were conducted under the direct supervision of the field supervisor. A special attempt was made to interview as many of the parents who were not available at the initial visitation by the interviewer; in some instances a number of visits were made because of the parents' work schedule. It was impossible to locate many of the teacher aides as they had moved without leaving forwarding addresses.

The entire interview took approximately two (2) hours for each set of parents.

Statistical Procedures: The information on the questionnaire was hand-coded by the project staff for key punching purposes. The coded data was key punched on the appropriate IBM machines at Western Data Processing Center. The punched data was submitted for computer treatment at the University of California, Los Angeles, Western Data Processing Center and the Services Bureau Corporation, Inglewood, California. The BIMD 08D Program was employed to analyze the data. Frequency information, cross tabulations and chi squares were obtained from the output.

Yates correction for continuity was applied to any chi square problem with one (1) degree of freedom and any cell frequency that was less than five (5).

Section IV

INTERPRETATION OF TEACHER RESPONSE

BACKGROUND, TRAINING AND EXPERIENCE

The training and experience of the Head Start teacher is of paramount importance as the teacher becomes the key adult in the daily lives of the children in her class. The professional preparation of the teachers in our sample Head Start Centers is comparable to California standards in the public schools. Table 1 shows the degrees held by both Head Start teachers and follow-up teachers (the latter being the children's present classroom teacher). It is evident that better than ninety percent of the teachers are college graduates, many of whom have majors in Elementary Education, with many years of teaching experience.

As shown by Table 2, the range of experience for Operation Head Start teachers was from one year to 35 years, with 11% of these having 20 or more years of experience. The average length of time teaching was 10.5 years, with a median of 7 years of experience.

The outstanding characteristic of the staff was its warmth and concern for the children. Most of the teachers have had experience at the primary or elementary level, with about 10% of them having been trained in nursery schools. Virtually all of the teachers however, held or qualified for one or another of the standard California credentials.

TABLE I

DEGREES HELD BY HEAD START TEACHERS AND FOLLOW-UP TEACHERS BY PERCENTAGE

	None	A.A.*	B.A.	M.S./M.A.	ED.D	Other
Teachers	.11	--	.80	.10	--	--
Follow-up Teachers	--	--	.76	.12	.04	.08

*A.A. Represents two year, or junior college degree.

TABLE 2

NUMBER OF YEARS TEACHING EXPERIENCE OF OPERATION HEAD START TEACHERS

	Number of Years Spent Teaching					
	0-4	5-9	10-14	15-19	20-24	25-29
Number of teachers	16	29	7	11	3	2

N-73 Average length of teacning experience - 7.4 years.

Their specific experience with Mexican-American children was marked as 87% of the teachers had taught in classrooms having from 10% to 99% Mexican-American children, Table 3, with the average number of these constituting one-half of the class.

TABLE 3

PERCENTAGE OF MEXICAN-AMERICAN
CHILDREN IN PRIOR CLASSES
TAUGHT BY HEAD START TEACHERS

	Percentage of Mexican-American Children in Class									
	None	10	20	30	40	50	60	70	80	90
Number of classes in category	4	9	7	11	3	12	5	5	3	12

N=73 Average percent of Mexican-American children in class - 44.52

Experience with Culture and History

In spite of the proximity of Southern California to Mexico, approximately three-fourths of the teachers indicated that they had had only one or two days' visit to a Mexican border town, (See Table 4). In addition, as many of them received their training and came from the East and midwest, they were not familiar with the Mexican-American culture. Familiarity with Mexican-American history appears to be at a minimum.

The greatest number of teachers (54%) knew no language other than English, with one out of five claiming Spanish competency. Approximately one of ten teachers indicated that they spoke both Spanish and French. In addition, approximately one out of eight stated they were competent in German. One was able to speak, read and write Russian as well as Spanish.

By far the greater number of teachers have little or no knowledge of the customs, literature and/or history of Mexico. (See Table 5).

Those who replied that they did have some knowledge of the culture and historical background of the Mexican-American had largely obtained this knowledge from teaching one or another units on South America or Mexico.

In addition to the three teachers of Mexican-American extraction, only two teachers with college majors in Spanish indicated that they were substantially informed regarding this heritage.

TABLE 4

PERCENT OF TEACHERS, FOLLOW-UP TEACHERS, PARENTS, AND TEACHER AIDES WHO HAVE VISITED IN MEXICO BY LENGTH OF TIME

	Never	Days	Weeks	Months	1 or more yrs.
Teachers	.30	.41	.21	.06	.02
Follow-up Teachers	.44	.20	.24	.08	.04
Parents	.32	.07	.11	.07	.43
Teacher Aides	.48	.15	.24	.12	00

TABLE 5

PERCENT OF TEACHERS, FOLLOW-UP TEACHERS, PARENTS, AND TEACHER AIDES WHO ARE FAMILIAR WITH MEXICAN LITERATURE AND/OR HISTORY

	None	Slight	Some	Average	Quite a lot	Much
Teachers	.27	.32	.28	.08	.03	.02
Follow-up Teachers	.20	.08	.40	.16	.12	.04
Parents	.36	.08	.19	.12	.24	.02
Teacher-Aides	.23	.19	.32	.00	.25	.00

Medical, Dental and Psychological Services

Medical, dental and psychological services are rated from poor and/or non-existent to very good as shown in Table 6. Most of the teachers felt that services were more than adequate. However, it appears that the rating forms did not elicit sufficient variance to reveal any critical differential

The teachers have described situations of extreme variance, depending in part on the effectiveness with which local medical persons were included in the original planning for Operation Head Start. Their ratings, however, did not support the verbal descriptions which were given. An example of the better services were the programs adjacent to Mt. Sinai Hospital, in which instance, examination services and follow-up programs were optimal.

The programs at the Westwood Presbyterian Church school was cited as being among the better programs wherein more than 40 hours of time was donated by volunteer pediatricians. The follow-up work was referred to the U.C.L.A. Medical Center and other public agencies. Twelve hemoglobins were done at St. John Laboratories. The dentist brought his dental hygienist and gave lessons in care of the teeth. He also gave free tooth brushes and tooth paste.

As might be expected, the greatest in number of problems was formed in the relatively high incidence of dental caries. In addition, many children were found to be suffering from malnutrition. Major physical defects such

TABLE 6

TEACHER JUDGMENT IN RELATION TO AVAILABILITY AND HELPFULNESS OF AUXILIARY SERVICES BY PERCENT

Services		TEACHER JUDGMENT				
	Not Available	Poor	Fair	Average	Good	Very Good
Medical	--	8.	6.	5.	25.	56.
Medical Services	13.	13.	8.	8.	17.	41.
Dental Exam.	11.	6.	3.	10.	22.	48.
Dental Services	43.	8.	5.	8.	11.	25.
Psychological Exam	19.	13.	8.	14.	14.	32.
Psychological Services	22.	5.	8.	11.	19.	35.
Inservice Training	10.	5.	6.	23.	11.	44.
Teaching Supervision	13.	5.	2.	17.	22.	44.
School Nurse	16.	5.	6.	5.	11.	57.

as crossed eyes, mental retardation, kidney trouble, visual defects, and anemia were identified.

In one instance the nurse made contacts for a planned parenthood meeting and found that there was much interest in this subject, resulting in an 80% turnout for the meeting.

Following are two direct quotes from the teacher response to the open-end question concerning medical services:

> "Medical services were very poor. The doctor examined the children in a hurry, about 30 or more children in one hour. The nurses were embarrassed and went out of their way to obtain available medical services - what was offered and where for the parents. Where to obtain T.B. tests, etc. The Center for Early Education provided excellent psychological services when needed".

> "Children received medical examination by a doctor (the doctor seemed stern and not compatible with the children. This woman doctor made remarks about some children having pierced ear lobes). I do not know about the medical services, or of dental services. Many children suffered from anemia".

Program Evaluation

Sixty eight percent of the Head Start teachers did not speak Spanish, but 32 percent were able to speak Spanish, although there was considerable variance in their skill in communicating.

From the teachers' answer to the question: "To what extent do you feel the school has the responsibility for teaching English to Spanish speaking children?"; 21% of teachers responding felt the home should share half the responsibility with the school, 19% felt the school should share more than the home and 56% felt the school should take the major responsibility.

It is evident that Head Start teachers genuinely feel that the burden of helping the non-English speaking child lies with the school.

In spite of their judgments regarding the morale and interest of parents in Operation Head Start, teachers generally felt that Mexican-American parents were as much involved as they would have liked them to be.

In judging the interest and morale of the people involved in the program, the teachers felt that all were enthusiastic and supportive of the program. Table 7 shows the percentage response to this question.

Following is a quote from a Head Start parent concerning her feelings about a teacher:

> "My little girl's teacher was very understanding of our problems at home. It is the first time I have felt that a teacher has ever attempted to be my friend. I have eight children and this child is my youngest. I have always been afraid of the other teachers because they always seem to want to scold me for my children's problems. I wish that teachers would understand that children are only children and many of the things they think are problems I never thought they were. Many teachers don't . . . . well . . . . . But this teacher in Head Start was really different. She even got my husband to come to the school for a meeting. When we got there she gave us coffee and made us feel that it was a pleasure for her to have out little girl in her class".

TABLE 7

TEACHER JUDGMENT OF MORALE AND INTEREST IN OPERATION HEAD START BY PERCENT

	Teacher Judgment of Morale By Percent					
	No Response	Poor	Fair	Aver.	Good	Very Good
Teachers	--	--	--	2.	3.	94.
Staff	2.	--	3.	3.	8.	84.
Administration	--	--	--	2.	16.	83.
Parents	2.	3.	5.	14.	25.	51.
Volunteers	2.	2.	3.	11.	18.	65.
Children	--	--	--	3.	13.	84.

TEACHER ATTITUDE SCALE

The two comparisons which were made for the Teacher Attitude Scale were "Teacher's Familiarity with Mexican-American Culture and/or History of Mexico and The Length of Time Spent Visiting in Mexico", Table 8. As was indicated in Tables 4 and 5, most of the teachers had not visited at all or had visited for only a few days. Thus the numbers of teachers visiting Mexico for any length of time are so limited as to provide such a highly skewed distribution that the conclusions must be considered indicative rather than conclusive. However, certain of the relationships described by the data are sufficiently dramatic as to require further investigation.

When the teacher attitude is compared with the teacher's knowledge of culture and history, the significant concepts support the familiar stereotypes of the Anglo-urban culture toward Mexican-Americans. Inasmuch as most of the knowledge that the teachers reported was derived from having taught units on Mexico, it is evident that the typical Anglo-urban cultural values are reflected from the texts, and these myths, which operate to the disadvantage of the Mexican-American child persist.

Conspicuous among the teacher attitudes described in Table 8 were the concepts that Mexican-American children are "difficult to understand" and "have difficulty with vocabulary". However, the teachers did feel that these children do "Have the desire to learn", but also that they need to "start school at an earlier age". Further stereotyped ideas are described by the significance, (.05 level of confidence) which the teachers attach to the items "Are generally happy" and "Often miss school for no real reason". When these concepts of the teacher are related to her somewhat superficial knowledge of the culture and history of the child's background, the source of much basic misunderstanding is clearly defined.

Teacher attitudes which approximate but do not quite reach the .05 level of confidence are; "Require special teaching techniques", "Are more dependent" and "Lack confidence in themselves". Thus these typical and stereotyped ideas to which the Mexican-American responds with fearfulness and withdrawal are further supported and made clearly evident by the teacher response to the questionnaire.

When comparisons, however, are made with the length of time the teacher has spent in Mexico, teacher attitudes change rather markedly. In this instance they say that Mexican-American children ". . . are well behaved" and that they do "Need to start school earlier". Both of these attitudes are significant at the .05 level of confidence. In contrast with those teachers who have gained much of their knowledge from books, the teachers who have visited in Mexico now say that Mexican-American children "Often miss school because of illness" rather than that they ". . . miss for no real reason.

TABLE 8

TEACHER ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN COMPARED WITH TEACHER'S FAMILIARITY WITH LITERATURE AND/OR HISTORY OF MEXICO AND LENGTH OF TIME SPENT VISITING IN MEXICO

Questionnaire Items	Familiarity with literature and/or history of Mexico		Length of time spent visiting in Mexico	
	Chi Square	d.f.	Chi Square	d.f.
Require special teaching techniques	3.27	2	0.20	2
Learn differently than others	.007	2	1.23	2
[illegible] to learn	6.48*	2	1.85	2
Have difficulty with vocabulary	.525*	2	1.46	2
Have difficulty because they are bilingual	1.79	2	0.67	2
Need to come prepared to speak English	2.15	2	1.44	2
Have more emotional problems	2.22	2	0.24	2
Are more likely to engage in delinquent acts	1.65	2	0.95	2

TABLE 8 (Continued)

TEACHER ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN COMPARED WITH TEACHER'S FAMILIARITY WITH LITERATURE AND/OR HISTORY OF MEXICO AND LENGTH OF TIME SPENT VISITING IN MEXICO

Questionnaire Items	Familiarity with literature and/or history of Mexico		Length of time spent visiting in Mexico	
	Chi Square	d.f.	Chi Square	d.f.
Need more help in getting along with other people	1.35	2	3.46	2
Need more help in developing a positive self image	.810	2	0.36	2
Are difficult for you to understand	7.13**	2	2.26	2
Could benefit from starting school at a later age	.51	1	0.01	2
Need more direction from the teacher	.62	2	0.69	2
Are more timid and/or inhibited	1.75	2	1.23	2
Are most likely to participate in group activities	.98	2	0.30	2

TABLE 8 (Continued)

TEACHER ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN COMPARED WITH TEACHER'S FAMILIARITY WITH LITERATURE AND/OR HISTORY OF MEXICO AND LENGTH OF TIME SPENT VISITING IN MEXICO

Questionnaire Items	Familiarity with literature and/or history of Mexico		Length of time spent visiting in Mexico	
	Chi Square	d.f.	Chi Square	d.f.
Are more dependent	3.48	2	2.21	2
Need to start school at an earlier age	4.37*	2	10.33**	2
Are more easily annoyed	2.36	2	3.17	2
Are reluctant to talk to adults	2.72	2	0.80	2
Lack confidence in themselves	3.82	2	0.11	2
Tend to give up Easily	.84	2	1.33	2
Are cooperative in doing what adults ask	.85	2	1.81	2
Need adult attention to support their work and/or play	1.54	2	1.36	2

TABLE 8 (Continued)

TEACHER ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN COMPARED WITH TEACHER'S FAMILIARITY WITH LITERATURE AND/OR HISTORY OF MEXICO AND LENGTH OF TIME SPENT VISITING IN MEXICO

Questionnaire Items	Familiarity with literature and/or history of Mexico		Length of time spent visiting in Mexico	
	Chi Square	d.f.	Chi Square	d.f.
Show trust in themselves and their abilities	1.54	2	1.36	2
Are generally happy	4.00*	2	2.66	2
Often miss school because of illness	.99	1	4.55*	1
Often miss school because of family responsibilities	1.09	2	1.10	2
Often miss school for no real reason	5.43*	2	0.59	2
Tend to stay with "their own"	2.38	2	0.71	2
Are well behaved	.57	2	6.14*	2

LEVEL OF SIGNIFICANCE

*** = .001

** = .01

* = .05

The subtle differences in orientation on the part of teachers revealed by these relatively small differences of attitude are such as to vary enormously the practice which they employ in the classroom, e.g.: The teacher who believes that a child does not come to school because he or she is ill will treat that child differently than will the teacher who believes that there is ". . . no real reason. Thus it would appear therefore that the widespread feelings that the Mexican-American has toward education and the educational process is not without substance.

Teacher attitudes toward Mexican-American children are shown in Table 9. Interpretation of the data is carried alongside the chart and will not be interpreted in the text.

TABLE 9

TEACHER ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN COMPARED WITH THE PERCENTAGE OF MEXICAN-AMERICAN, ORIENTAL, NEGRO AND ANGLO CHILDREN IN THE CLASS

Questionnaire Items	Mexican-American		Oriental		Negro		Anglo		Interpretation
	Chi Square	d.f.	Chi Square	d.f.	Chi Square	d.f.	Chi Square	d.f.	
Require special teaching techniques	27.69	36	4.00	8	28.45	32	31.18	32	One of the many stereotyped concepts that has continued to plague the Mexican-American community is that when the numbers of Mexican-American children tend to dominate the classroom situation, teachers attitudes seem to increasingly disadvantage their children. In order to evaluate this, a comparison was made in terms of the difference in teacher attitude toward the Mexican-American child as the composition of the
Learn differently than others	24.16	36	5.54	8	30.51	32	16.45	32	
Have the desire to learn	26.80	27	4.18	6	17.69	24	21.47	24	
Have difficulty with vocabulary	23.69	27	4.64	6	21.16	24	30.55	24	
Have difficulty because they are bilingual	33.78	36	4.38	8	39.81	32	27.70	32	
Need to come prepared to speak English	40.44	45	16.78	10	48.48*	40	39.54	40	
Have more emotional problems	40.59	45	3.65	10	50.90**	40	34.09	40	

TABLE 9 (Continued)

TEACHER ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN COMPARED WITH THE PERCENTAGE OF MEXICAN-AMERICAN, ORIENTAL, NEGRO AND ANGLO CHILDREN IN THE CLASS

Questionnaire Items	Mexican-American		Oriental		Negro		Anglo		Interpretation
	Chi Square	d.f.	Chi Square	d.f.	Chi Square	d.f.	Chi Square	d.f.	
Are more likely to engage in delinquent acts	18.96	27	2.15	6	16.76	24	18.17	24	class changed in terms of the number of Oriental, Negro and Anglo children in the class.
Needs more help in getting along with other people	27.40	36	4.49	8	21.22	32	30.45	32	For the most part teacher attitude toward Mexican-American
Need more help in developing a positive self image	47.78*	36	13.90	8	35.72	32	47.75*	32	children is unrelated to the numbers of Oriental or Anglo children in the class. It
Are difficult for you to understand	32.66	27	8.76	6	33.27	24	24.53	24	also does not change with increasing number of Mexican-
Could benefit from starting school at a later age	35.78	36	17.99*	8	33.59	32	27.46	32	American children in the class. This however, is not true
Need more direction from the teacher	32.94	36	19.01*	8	22.32	32	29.28	32	when there is an increasing

TABLE 9 (Continued)

TEACHER ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN
COMPARED WITH THE PERCENTAGE OF MEXICAN-AMERICAN,
ORIENTAL, NEGRO AND ANGLO CHILDREN IN THE CLASS

Questionnaire Items	Mexican-American		Oriental		Negro		Anglo		Interpretation
	Chi Square	d.f.	Chi Square	d.f.	Chi Square	d.f.	Chi Square	d.f.	
Are more timid and/or inhibited	29.46	36	2.44	8	26.66	32	21.68	32	number of Negro children in the class. As the proportion of
Are most likely to participate in group activities	31.33	36	5.83	8	29.80	32	24.63	32	Negro children increases, the teacher attitude toward Mexican-
Are more dependent	30.15	36	6.94	8	23.04	32	39.75	32	American children tends to become somewhat negative. Specifically,
Need to start school at an earlier age	24.58	36	10.53	8	22.40	32	26.59	32	teachers tend to feel that Mexican-American children "need
Are more easily annoyed	50.62*	36	6.79	8	31.56	32	31.60	32	to come prepared to speak English", this attitude being significant
Are reluctant to talk to adults	30.41	36	6.84	8	27.73	32	41.53	32	at the .05 level. They feel that Mexican-American children
Lack confidence in themselves	31.95	36	6.26	8	58.99**	32	25.97	32	"Have more emotional problems", significant at the .01 level;

TABLE 9 (Continued)

TEACHER ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN
COMPARED WITH THE PERCENTAGE OF MEXICAN-AMERICAN,
ORIENTAL, NEGRO AND ANGLO CHILDREN IN THE CLASS

Questionnaire Items	Mexican-American		Oriental		Negro		Anglo		Interpretation
	Chi Square	d.f.	Chi Square	d.f.	Chi Square	d.f.	Chi Square	d.f.	
Tend to give up easily	32.60	36	3.79	8	29.84	32	28.46	32	and that they "Lack confidence in themselves", significant at
Are cooperative in doing what adults ask	59.48**	45	3.94	10	97.19***	40	40.03	40	the .01 level. On the positive side, the
Need adult attention to support their work and/or play	40.67	36	4.37	8	35.28	32	28.12	32	teachers' image of the Mexican-American child improves as is
Show trust in themselves and their abilities	34.40	36	12.96	8	39.04	32	28.71	32	indicated by the significance of their response to the ques-
Are generally happy	31.79	27	4.15	6	19.93	24	18.81	24	tion: "Are cooperative in doing what adult's ask", this
Often miss school because of family responsibilities	33.07	36	8.99	8	26.42	32	35.65	32	being significant at the .001 level; and their answer to the

TABLE 9 (Continued)

TEACHER ATTITUDE T ARD MEXICAN-AMERICAN CHILDREN COMPARED WITH THE RCENTAGE OF MEXICAN-AMERICAN, ORIENTAL, NEGRO AN ANGLO CHILDREN IN THE CLASS

Questionnaire Items	Mexican-American		Oriental		Negro		Anglo		Interpretation
	Chi Square	d.f.	Chi Square	d	Chi Square	d.f.	Chi Square	d.f.	
Often miss school for no real reason	36.64	27	4.26	6	21.22	24	32.14	24	question: ". . . are well behaved", significant at the .01 level.
Tend to stay with "their own"	49.66*	45	8.41	10	48.85*	40	26.76	40	
Are well behaved	46.23*	36	3.47	6	58.69**	32	18.82	32	

*** = .001

** = .01

* = .05

Section V

INTERPRETATION OF PARENT RESPONSE

BACKGROUND, TRAINING AND EXPERIENCE: Interpretation of parent responses on which this portion of the study is based, sought to evaluate Mexican-American families of children enrolled in Operation Head Start during the summer of 1965. The identification of significant ecological, economic and social factors was undertaken in order to present a comprehensive picture of the bi-lingual, bi-cultural child.

Typically, the Mexican-American is considered to be highly mobile and the effect of this migrancy is thought to be highly detrimental and in part the source of serious inequities within the social milieu. However, the population surveyed in this study was relatively stable. Table 10 shows that [illegible] of Head Start families have lived in their present home for more than one year. This is in part a fictitious artifact because of the system of replacement used in the sampling procedure.

Table 11 shows the proportion of home ownership compared with the number of families who rent. As is evident by the Chi Square of [illegible], there is a significant relationship between home ownership and father's monthly income. It is clearly evident then that as the family has more and more income it is

TABLE 10

PERCENTAGE OF FAMILIES LIVING AT PRESENT RESIDENCE BY LENGTH OF TIME IN YEARS

Length of Time in Years	Percentage of Families
Up to one year	.11
2 years	.21
3 years	.22
4 years	.16
5 years	.07
6 years	.06
8 years	.03
9 or more years	.13

TABLE 11

NUMBER OF FAMILIES BY LENGTH OF TIME AT PRESENT ADDRESS AND HOME OWNERSHIP COMPARED WITH FATHER'S MONTHLY INCOME

Father's Monthly Income	Length of Time in Residence In Years Less than 1 year	1	2	3	4	5	6	7	8	9	Totals	N.R.	Home Ownership Own	Rent
[illegible]	[illegible]	[illegible]	10	7	6	3	4	2	1	6	56	5	15	36
[illegible]	[illegible]	[illegible]	1	0	0	0	0	0	0	0	1	0	0	1
[illegible]	[illegible]	[illegible]	5	2	4	0	0	1	0	0	17	2	2	13
[illegible]	[illegible]	[illegible]	9	6	3	4	2	1	0	3	43	1	8	34
[illegible]	[illegible]	[illegible]	21	18	6	4	2	0	1	11	76	2	39	35
[illegible]	[illegible]	[illegible]	10	3	3	5	2	4	2	10	52	2	30	20
[illegible]	[illegible]	[illegible]	2	2	5	1	0	0	2	1	19	1	10	8
[illegible]	[illegible]	[illegible]	1	1	0	0	1	0	0	1	6	0	4	2
[illegible]	[illegible]	[illegible]	0	0	1	0	0	0	0	1	3	1	2	0
Totals	[illegible]	[illegible]	[illegible]	[illegible]	26	17	11	8	6	33	273	14	110	149

Chi Square = [illegible]
d.f. = [illegible]

Chi Square = 43.39
d.f. = 16

TABLE 12

BIRTHPLACE OF MOTHER AND FATHER OF OPERATION HEAD START CHILDREN BY NUMBER AND PERCENT

State or Country of birth	Mother Number	Percentage	Father Number	Percentage
California	91	.33	76	.28
Texas	26	.10	24	.09
New Mexico	8	.03	7	.03
Arizona	8	.03	13	.05
Colorado	4	.02	4	.02
Mexico	110	.40	115	.42
Other*	17	.06	15	.05
Not Given	9	.03	19	.07
	(N=273)		(N=273)	
Born in the United States	136	.50	139	.51

* = Other birthplaces include:

Nevada
Kansas
Minnesota
Florida
Arkansas
Wisconsin
Michigan

increasingly likely that they will buy a home and thereby tend to stay longer in the community.

It can also be seen that there is little home ownership until father's income reaches $400 to $500 per month.

One of the many stereotyped ideas regarding the Mexican-American suggests that this population is largely immigrant. Again and again studies have shown that Mexican-Americans are indeed "Americanos" by birth. In this study, only 40% of the mothers and 42% of the fathers were born in Mexico. Table 12 shows the states in which Head Start parents were born. The percentage of "native born" in this country is somewhat less than that obtained by Johnson and Palomares in their Coachella Valley Survey.[1] These researchers found that:

> "It should be noted that 3 out of 4 families interviewed indicated that they were not only United States citizens but had also lived in the Coachella Valley area for six years or longer. Twenty-two per cent of the families were residents for over twenty years. In short, the population sampled were predominately natives of the Coachella Valley and not migrants from Mexico or other foreign country."

As shown by Table 13, the educational level obtained by Head Start parents is particularly revealing of the cultural disadvantage under which this group operates. Certainly the fact that nearly half of the mothers and more than half of the fathers did not go beyond the sixth grade is evidence that these parents are educationally deprived.

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[1] Johnson, Henry S. and Palomares, Uvaldo H., "Coachella Valley Operation Head Start - Special Community Survey", Project Head Start Contract No. [illegible], University of California, Riverside, Extension, August, 1965.

TABLE 13

HIGHEST GRADE LEVEL OF SCHOOL COMPLETED BY HEAD START PARENTS AND TEACHER AIDES BY PERCENTAGE

	Grade Level					
	No Response	K,1-2-3	4-5-6	7-8	9-10-11-12	13-14-15-16
Mother	.07	.15	.25	.20	.33	.01
Father	.13	.16	.23	.16	.28	.05
Teacher Aides	.03	- -	- -	.03	.27	.67

Table 14 describes the occupations of both mothers and fathers and compares these skill levels with those from the special census report.[1] Considering the educational level attained by the Headstart parents, the job skills are commensurate. Many of the fathers have worked up from labor type jobs into their present semi-skilled status, particularly in the construction industry. Jobs such as carpenter, lather, sand blaster, cement finisher and roofer are often listed. Among others cited are gardener, appliance repair, power-mill helper, mechanic, cesspool cleaner, brake operator, truck driver, county service worker, mail carrier, plastic packer, grocery store operator and many other comparable jobs. Surprisingly many of the men listed gardening as their major occupation. This has been "de classe" as the Mexican-American who is upwardly mobile desires to upgrade himself from the agrarian economy to which he has so often been relegated.

Mother's occupation has been listed as sewing--machine operator, restaurant worker, housework, baby sitting, clerk and one fortunate mother who has been trained as a nurse. The occupational skill levels represented here dramatically reflect the educational deprivation of operation Headstart parents.

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[1] Negroes and Mexican-Americans in South and East Los Angeles, Division of Fair Employment Practices, Department of Industrial Relations, State of California, Special U.S. Census Survey of November, 1965, p. 31.

TABLE 14

OCCUPATION OF MOTHERS AND FATHERS OF HEAD START CHILDREN COMPARED WITH OCCUPATIONS DESCRIBED IN SPECIAL CENSUS REPORT[1] BY PERCENT

Occupation	Mother*	Father	Occupation	1965 Men	1965 Women
Labor	6.	15.	Operatives and kindred workers	37.	40.
Semi-skilled	3.	52.	Craftsmen, foremen and kindred workers	16.	N.A.
Skilled	2.	26.	Service workers except private household	8.	7.
Service	--	--	Laborers, except farm and mine	11.	N.A.
Office	--	1.	Professional, technical and kindred workers	5.	5.
Semi-professional	--	--	Managers, officials and proprietors, except farm	3.	N.A.
Professional	--	1.	Clerical	N.A.	24.
Do not work	87.	4.	Pvt. household workers	N.A.	2.
			Other	20.	22.
			Number of employed persons	34,050	18,580

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*Several of the mothers indicating specific job descriptions are presently not looking for a job and hence are not technically unemployed

[1] Negroes and Mexican-Americans in South and East Los Angeles, Division of Fair Employment Practices, Department of Industrial Relations, State of California, Special U.S. Census Survey of November, 1965, p. 31.

The size of the family compared with the occupational skill level of father is shown in Table 15. The relationship (chi-square) appears to be fictiously high because the category "Doesn't work" appears at a level beyond the professional. In addition, most of the fathers are employed at a labor or semi-skilled job, truncating the distribution. Thus the chi square obtained is not truly representative. Table 16 compares the size of family with the income level. There is no difference in the family size indicated within this salary range.

It is obvious that relatively few mothers of Head Start children were employed, Table 17. Of these 16 or 6% made less than $300. Thus for the purpose of discussion, father's income alone is used as it represents 98% of the total population.

Twenty three mothers were employed and eleven of these were head of their households. Of these, eleven families, the median income was $230 per month.

As might be expected of mothers with small children (Head Start age), the more children, the less opportunity mother would have to work. However, comparing these figures with those from the Special U. S. Census Survey of Negroes and Mexican-Americans, it is evident that Head Start families were less likely to be headed by a female than the general Mexican-American population. See Table 18.

TABLE 15

SIZE OF FAMILY COMPARED WITH OCCUPATIONAL SKILL LEVEL OF FATHER

Number of people in Occupation	Number of Persons in the family No Response	2	3	4	5	6	7	8	9	10	11	12	13	14	Total	Percent
Labor	5	0	1	3	5	6	4	5	3	6	0	1	2	1	42	15.
Semi-skilled	1	0	0	16	27	22	19	15	14	12	8	5	3	1	143	52.
Skilled			1	10	8	14	14	5	11	4	4				71	26.
Office				1	0	0	1	0	0	0	1				3	1.
Semi-professional				1											1	--
Professional				1	0	0	0	0	0	1					2	1.
Women's work		2	1	0	1	1	1	1	0	1	0	1	2		11	4.
Totals	6	2	3	32	41	43	39	26	28	24	13	7	7	2	273	—
Percent	2.	1.	1.	12.	15.	16.	14.	10.	10.	9.	5.	3.	3.	1.		*

Chi Square = 130.66**
d.f. = 78

* Percent may not equal 100 due to rounding.

** See discussion

TABLE 16

COMPARISON OF FATHER'S* MONTHLY INCOME AND NUMBER OF PERSONS IN THE FAMILY, SHOWING THE NUMBER OF FAMILIES IN EACH INCOME LEVEL AND TOTAL PERCENT

[illegible]	Number of persons in the family															
	N.R.	2	3	4	5	6	7	8	9	10	11	12	13	14	Total	Total percent
[illegible]		2	3	8	6	9	3	3	6	5	0	3	3	1	56	21.
[illegible]												1			1	--
[illegible]				2	4	4	1	2	2	1	0	0	0	1	17	6.
[illegible]				3	6	8	5	4	6	5	4	1	1		43	16.
[illegible]	1	0	0	8	16	8	12	7	7	6	6	2	3		76	28.
[illegible]	1	0	0	7	6	9	10	7	7	4	1				52	19.
[illegible]				3	2	4	3	2	1	2	2				19	7.
[illegible]				1	1	1	2	0	0	1					6	2.
[illegible]							1	1	1						3	1.
Totals	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	43	[illegible]	26	28	26	13	7	7	2	273	
Percent	[illegible]	--	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	10.	10.	9.	5.	3.	3.	--		100.

*[illegible]

[illegible]

[illegible]

TABLE 17

NUMBER OF PERCENTAGE OF FAMILIES AT SPECIFIED INCOME LEVELS BY MOTHER'S AND FATHER'S MONTHLY INCOME

Income per Month $	Mother's Monthly Income		Father's Monthly Income	
	Number	Percent	Number	Percent
0-99.	[illegible]	[illegible]	[illegible]	[illegible]
100-199.	[illegible]	[illegible]	[illegible]	[illegible]
200-299.	[illegible]	[illegible]	[illegible]	[illegible]
300-399	[illegible]	[illegible]	[illegible]	[illegible]
400-499	[illegible]	[illegible]	[illegible]	[illegible]
500-599	[illegible]	[illegible]	[illegible]	[illegible]
600-699	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 18

WOMEN HEADS OF FAMILIES BY AREA[1] COMPARED WITH HEAD START FAMILIES

Area	Percent of all persons in families with female head having children under 18	
		1965
East Los Angeles		9.1
Boyle Heights	10.4	
East Los Angeles	8.1	
City Terrace	7.5	
South Los Angeles		14.8
Head Start families		4.0

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[1] Negroes and Mexican-Americans in South and East Los Angeles, Division of Fair Employment Practices, Department of Industrial Relations, State of California, Special U. S. Census Survey of November, 1965, P. 27.

Table 19 describes selected characteristics of Operation Head Start families with monthly income. The amount of money available to many of these Mexican-American families is totally inadequate, with the cost of living at an all time high. It is obvious that more than 40% of the population surveyed in this study fell below the "poverty level" index developed by the Social Security Administration.

Age distribution of fathers is shown on Table 20.

In considering this age breakdown it is obvious that many of the fathers were too young to have served in Korea or World War II. However in spite of their relative youth, the following number of fathers served as follows: 34 in World War II, 24 in Korean War and 2 in other wars. One father served in both the Korean and the Second World War

Mother's language preference in the home appears to be unrelated to income as the chi square obtained from this comparison is 18.50 with 24 degrees of freedom. 159 mothers preferred Spanish and 112 mothers preferred English.

Language competency however, is described in Table 21.

TABLE 19

SELECTED CHARACTERISTICS OF OPERATION HEAD START FAMILIES BY MONTHLY INCOME - FATHER'S SALARY ONLY*

Monthly Income	Total Number of People	Average Size of Family	Average Income Per Person		Number of Families	Percentage of Families	Cumulative Percentage of Families
			Annual	Monthly			
Less than $100	396	7	$ 171	$ 14.29	56	.21	.21
100-199	12	12	150.	12.50	1	--	--
200-299	115	7	428.	35.71	17	.06	.27
300-399	327	7	600.	50.00	43	.16	.43
400-499	514	7	771.	64.29	76	.29	.72
500-599	345	7	943.	78.57	50	.19	.91
600-699	109	7	1,114.	92.86	15	.06	.97
700-799	39	7	1,289.	107.43	6	.02	.99
800-plus	24	8	1,275.	106.25	3	.01	1.00
Totals	1881				267		

*Mother's salary is omitted as only 23 of the mothers were employed and 16 of these made less than $300. per month.

TABLE 20

AGE DISTRIBUTION FOR FATHERS

Age of Fathers in Years	Number of Fathers
No response	26
15-19	1
20-24	6
25-29	30
30-34	49
35-39	65
40-44	57
45-49	24
50-54	9
55-59	1

TABLE 21

PARENTS' COMPETENCY IN READING, WRITING AND SPEAKING SPANISH AND ENGLISH BY PERCENTAGE

	Reading	Writing	Speaking
English Only	.02	.03	.02
Spanish Only	.48	.52	.28
Both Spanish and English	.50	.45	.70
	(N=271)	(N=273)	(N=273)

Experience With Culture and History:

Table 22 shows the Number of Mexican-American families by the amount of Spanish spoken in the home, compared with the family's income. One might expect that as the family income increases the amount of Spanish spoken in the home would decrease. However, it is evident that with this sample such was not the case since 119 (forty-four percent) of the 273 families sampled indicated that they spoke only English in the home. Thus if one were to add the totals of minimal Spanish and no Spanish and compared this with those families speaking primarily or only Spanish, the figures read 134 : 69 or more than twice as many families speak English as speak Spanish. This is not to say however, that the families speaking largely English in the home were not able to speak Spanish also.

In spite of the many familial and cultural ties as well as the proximity of Southern California to Mexico, approximately one-half of the parents of Head Start children have visited in Mexico for less than one month. Table 23 shows the length of time visited.

Along with the lack of imtimate personal knowledge of Mexico due to having lived or visited there, the Head Start parents are not familiar with their own culture and history. Table 24 shows the parental response to this question and highlights their extremely limited experience. When the teacher anticipates that a given child might have some knowledge of the

TABLE 22

NUMBER OF FAMILIES BY AMOUNT OF SPANISH SPOKEN IN THE HOME COMPARED WITH FATHER'S MONTHLY INCOME

	Amount of Spanish Spoken in the Home					
Father's Monthly Income	English only	More English than Spanish	Half Spanish and English	More Spanish than English	Spanish only	Totals
Less than $100	21	5	14	1	15	56
100-199	0	0	1	0	0	1
200-299	11	0	1	3	2	17
300-399	29	2	6	2	4	43
400-499	30	5	23	5	13	76
500-599	20	0	16	7	9	52
600-699	7	2	6	2	2	19
700-799	1	1	0	2	2	6
800-899	0	0	3	0	0	3
Totals	119	15	70	22	47	273

Chi Square = 96.94 Significant at the .001 level
d.f. = 72

TABLE 23

LENGTH OF TIME HEAD START FAMILIES HAVE LIVED IN OR VISITED MEXICO

Number of families	Percent of families	Length of Time Lived or Visited in Mexico
88	32.	Never visited
20	7.	1 or more days
30	11.	Several weeks
19	7.	1 or more months
116	43.	1 or more years lived in Mexico

TABLE 24

PARENTS' KNOWLEDGE OF AND FAMILIARITY WITH THE CULTURE AND HISTORY OF MEXICO

Number of families	Percent of families	Knowledge and familiarity with culture and history
118	43.	Slight
51	19.	Some
34	12.	Average
66	24.	Quite a lot
4	1.	Great Deal

lesson that she is teaching in History or Social Studies, Juan or Filipe will not have learned from his parents that he has a heritage of which he can be justly proud. Some middle-class Anglo child whose parents have traveled widely will too often know more than he. As a result, the majority of Head Start children will have little or no knowledge of their heritage.

Medical, Dental and Psychological Services

Table 25 shows the "degree of helpfulness to children" as evaluated by the parents. There was no service that was below the 50% mark in its "helpful" to the children. Medical examination was rated the highest with 91% of the parents indicating this. Medical services which seems to be the follow-up of the examination was rated helpful by 65% of the parents.

Parents did not seem to be aware of psychological services, consequently it was rated the lowest of all catagories with a 51%.

Table 26 indicates the response to the question, "do you take your children to the doctor regularly?" It would seem that the higher the mother's education level the more regular visits are made to doctors.

40% of all mothers do not take their children to doctors on regular visits, whereas 52% of the mothers claimed regular visits.

Lack of money seems to be the main reason given for not seeing a doctor on a regular basis.

Many parents indicated a fear and distrust of doctors and would not subject their children to regular visits.

Parents also felt that doctors are very impersonal in their approach to patients. It is indicative that parents attitudes towards the medical profession has some relationship to cultural differences. Further research would give us more information on this subject but it certainly appears to be needed in the area of medicine.

PROGRAM EVALUATION

Operation Head Start parents are highly supportive of the program and feel that they have been given an opportunity to participate in the public schools which has not previously been available to them. Ninety three percent of the parents described the program as being "good" or "better". The response to their opinions of the teacher were comparable as eighty two percent of them thought the teacher was "good" or "excellent".

Table 27 shows the response of the parents to the teacher.

TABLE 25

PARENTAL EVALUATION OF AUXILIARY SERVICES BY NUMBER AND PERCENT

Services Available	Degree of Helpfulness to Children			
	Not helpful		Helpful	
	Number	Percent	Number	Percent
Medical examination	25	9.	248	91.
Medical services	95	35.	178	65.
Dental examination	35	13.	238	87.
Dental services	120	44.	153	56.
Psychological exam	68	25.	205	75.
Psychological services	133	49.	139	51.
School nurse	73	33.	201	74.

TABLE 26

PARENTS' USE OF MEDICAL SERVICES COMPARED WITH MOTHERS' LEVEL OF EDUCATION BY NUMBER AND PERCENT

Basis on which Parents visited an M.D.	Mothers' Education - Grade Level Completed					
	No Response	K,1-2-3	4-5-6	7-8	9-12	College
Regular Visits						
Number of Parents	7	16	36	31	58	1
Percent of Parents	3.	6.	13.	11.	21.	--
No Regular Visits						
Number of Parents	12	25	31	23	31	2
Percent of Parents	4.	9.	11.	8.	11.	1.

Chi square = 11.18
d.f. = 5

TABLE 27

ATTITUDE OF PARENTS TOWARD TEACHER BY NUMBER AND PERCENT

Parental Opinion of Teacher	Number of Parents	Percent of Parents
No response	44	16.
Poor	1	--
Fair	1	---
Average	4	1.
Good	166	61.
Excellent	57	21.

It is evident from Table 27 that the parent simply did not respond unless his feeling toward the teacher was a positive one.

The Chi square resulting from the comparison of parental opinion with the number of times the parent met with the teacher indicates a high correlation, Table 28. Thus the effect of having known and being known by the teacher is obviously of real importance to the parents. It would seem to be comforting to the parent to be able to consider the teacher "a friend".

Many of the parents (70 percent) became aware of Operation Head Start either from a Head Start Worker or through a school contact. Table 29 shows the distribution of responses to the question, "How did you become aware of the Operation Head Start Program in your area?"

TABLE 28

COMPARISON OF PARENT'S OPINION OF HEAD START AND THE NUMBER OF TIMES PARENTS MET THE TEACHER

Opinion of H.S. Program	Number of Times Parent Met the Teacher					
	Not at all	Once	2-3	4-5	6 or more	Total
Don't Know	10	1	2	1	1	15
Poor	0	0	1	0	0	1
Fair	0	1	0	0	0	1
Average	0	1	1	0	0	2
Good	26	30	53	31	62	202
Excellent	3	3	14	11	21	52
Totals	39	36	71	43	84	273

Chi Square = 55.07
d.f. = 20

TABLE 29

MEANS BY WHICH PARENTS BECAME AWARE OF OPERATION HEAD START BY NUMBER AND PERCENT

Means by which parents became aware of Head Start	Number of parents	Percent of parents
Head Start worker	133	49.
Friend or neighbor	26	10.
Church	19	7.
School	56	21.
Newspapers	24	9.
Radio and/or T.V.	4	2.

Parental reasons for enrolling their children in the Head Start Program are shown in Table 30.

TABLE 30

PARENTAL REASONS FOR ENROLLING CHILDREN
IN OPERATION HEAD START
BY NUMBER AND PERCENT

Reasons	Number of Parents	Percent of Parents
No response	9	3.
Help get started in school	149	55.
Wanted children to learn to speak English	43	16.
Hoped it would help children adjust to school and get along with friends	59	22.
Told to by priest or Community worker	9	3.
Other	4	2.

TABLE 31

PARENT JUDGEMENT OF MORALE AND INTEREST OF PEOPLE INVOLVED IN OPERATION HEAD START BY NUMBER AND PERCENT

People involved in Head Start	No response		Poor		Fair		Average		Good		Very good	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Teachers	20	7.	1	--	1	--	4	1.	96	35.	151	56.
Staff	25	9.	0	--	1	--	6	2.	100	37.	141	52.
Administration	87	32.	2	1.	1	--	5	2.	41	15.	137	50.
Parents	33	12.	3	1.	4	1.	8	3.	90	33.	135	49.
Volunteers	31	11.	1	--	2	1.	3	1.	96	35.	140	51.
Children	28	10.	1	--	2	1.	7	3.	69	25.	166	61.

Table 32 comparison of parent attitude toward Mexican-American children with mothers' education and fathers' education indicates that the mother's feelings toward school learning tasks and personal-social adjustment are more highly significant than the father's attitude. Both parents tend to express comparable feelings but the feelings of the mothers are more intense; thus one may suggest that the mothers are more sensitive to and concerned with the attitudes measured by the questionnaire.

We note throughout the Head Start program a positive feeling on the part of the Mexican-American parents. If there were negative attitudes they are not expressed toward the program or the staff.

It seems that parents who had negative feelings toward teachers felt they did not want to respond to the question unless they could say something positive. This seems to have cultural implications because of the humanistic orientation of the Mexican-Americans.

There is a general feeling that the relationship to other human beings is much more important than what can come from that relationship. Mexican-American parents need to have a highly personal approach to education. Education in itself is not enough if the personal approach is lacking. This is also evidenced by the degree of significance in comparing the number of times the parents visited the teacher with her feeling toward the program; the more personal contact with the teacher, the more positive was the parents' feeling toward the program. We also see that the significance of the mother's role in the child-rearing process is more stressed than the father's.

From the cultural vantage point, the role of the father is that of provider. This is a role that he relagates to no one, including public or private agencies. Thus, we see that the attitude of the mother toward education is much more significant because of the role structure of the Mexican-American family. Where an interpretation of a table is included in the column provided on the table itself, it will not be repeated in the text.

TABLE 32

COMPARISON OF PARENT ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN WITH MOTHER'S EDUCATION AND FATHER'S EDUCATION

Questionnaire Items	Mother		Father		Interpretations
	Chi Square	d.f.	Chi Square	d.f.	
Require special teaching techniques	44.28*	25	42.88	30	The mothers' attitudes toward school learning tasks show that mothers feel Mexican-American children face many obstacles in school. The higher her level of education the more likely she is to recognize their need for help with the many difficulties in school and the more keenly she feels their disadvantage. Father's attitude toward the several school learning tasks is milder than mother's but does reach the .05 and .01 level of significance on the items "children's desire to learn" and "the difficulty with vocabulary". Thus while father's attitude evidences real concern,
Learn differently than others	40.71*	25	30.51	30	
Have the desire to learn	58.71***	25	51.81**	30	
Have difficulty with vocabulary	56.15***	25	45.17*	30	
Have difficulty because they are bilingual	70.54***	25	43.51	30	
Need to come prepared to speak English	56.25***	25	33.48	30	
Have more emotional problems	47.54**	25	30.13	30	

TABLE 32 (Continued)

COMPARISON OF PARENT ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN WITH MOTHER'S EDUCATION AND FATHER'S EDUCATION

Questionnaire Items	Mother Chi Square	Mother d.f.	Father Chi Square	Father d.f.	Interpretations
Are more likely to engage in delinquent acts	51.91**	25	38.67	30	
Need more help in getting along with other people	80.16***	25	48.01*	30	
Need more help in developing a positive self image	101.23***	25	44.47	30	
Are difficult for you to understand	53.46***	25	33.55	30	
Could benefit from starting school at a later age	49.38**	25	45.86*	30	
Need more direction from the teacher	51.09**	25	41.08	30	

mother's feelings of "needing help" are dramatic in their intensity and her fearfulness of the school situation is clearly marked.

Again mother is more likely than father to recognize the children's evident problems of being outgoing in interpersonal relationships and she expresses real concern that the children "Need more help in developing a positive self-image". She is also gravely concerned that the children are "more likely to engage in delinquent acts". The fearfulness expressed here becomes a

TABLE 32 (Continued)

COMPARISON OF PARENT ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN WITH MOTHER'S EDUCATION AND FATHER'S EDUCATION

Questionnaire Items	Mother		Father		Interpretations
	Chi Square	d.f.	Chi Square	d.f.	
Are more timid and/or inhibited	47.42**	25	56.97**	30	real and important part of her concern for the welfare of her children insofar as their school experiences are concerned. It is as though she recognizes instinctively that school success is a deterent to delinquency. Again father expresses relatively less concern although he too feels that his children do "Need help in getting along with other people" and that they do "Need more help in developing a positive self image". Thus he appears less concerned with possible delinquency or at any rate does not equate this with school success.
Are more likely to participate in group activities	48.41**	25	26.00	30	
Are more dependent	39.50*	25	38.40	30	
Need to start school at an earlier age	49.70**	25	42.87	30	
Are more easily annoyed	45.50**	25	52.55**	30	
Are reluctant to talk to adults	48.95**	25	45.11*	30	
Lack confidence in themselves	52.56**	25	33.82	30	

TABLE 32 (Continued)

COMPARISON OF PARENT ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN WITH MOTHER'S EDUCATION AND FATHER'S EDUCATION

Questionnaire Items	Mother		Father		Interpretations
	Chi Square	d.f.	Chi Square	d.f.	
Tend to give up easily	60.56***	25	45.63*	30	Father also sees the children as being more timid and/or inhibited than their Anglo peers. Mother however, again expresses a great deal more concern. She feels that they do need more help from the teacher and her own dependency needs are clearly revealed as she describes the expectancy that she has for the school relationship. Interestingly enough, the higher her own education, the more likely she is to feel that the children are "difficult . . . to understand". Mother's feeling toward dependency is significant at the .05 level of confidence
Are cooperative in going what adults ask	56.29***	25	37.23	30	
Need adult attention to support their work and/or play	54.29***	25	33.23	30	
Show trust in themselves and their abilities	39.51*	25	36.17	30	
Are generally happy	90.39***	25	26.49	24	
Often miss school because of illness	55.66***	25	40.10	30	
Often miss school because of family responsibilities	56.91***	25	46.40*	30	

TABLE 32

COMPARISON OF PARENT ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN WITH MOTHER'S EDUCATION AND FATHER'S EDUCATION

Questionnaire Items	Mother Chi Square	Mother d.f.	Father Chi Square	Father d.f.	Interpretations
Often miss school for no real reason	60.65***	25	36.88	24	while again, as is typical, father's attitude is not significant on this item. Both mother and father feel that Mexican-American children are "more easily annoyed" than Anglos. Again the parents feeling that the children do "Need to start school at an earlier age" is supported. Mothers are deeply aware of the evident vulnerability of Mexican-American children insofar as they need adult support and attention, tend to be dependent on adults for approval and give up easily. She also however, appreciates their cooperativeness in doing what is asked of them and believes they are generally happy and well-behaved.
Tend to stay with "their own"	56.14***	25	27.03	30	
Are well behaved	48.78**	25	33.12	30	

*** = .001
** = .01
* = .05

When the parents were asked whether or not they would be interested in joining a group concerned with the education of their children:

209 parents responded affirmatively

64 said they would not

However when they were subsequently asked if they would prefer to have these meetings conducted in Spanish as opposed to English:

85 said yes

37 stated that they preferred English

but

151 did not respond

This feeling was evident throughout the several comparisons that were made and neither education nor income seemed to make any difference in the parental response.

PARENT ATTITUDE SCALE

Table 33 shows a comparison of the parent attitude with both the percentage of Spanish spoken in the home and the father's salary. The correlation of these two factors in supporting the basic feelings expressed in the development of the scale indicates that these feelings are widespread in the Mexican-American community.

Parental responses to the items relating to formal learning skills show that the parents do feel that the children need many kinds of help if they are to succeed in school. Certainly the correlation of the amount of Spanish spoken in the home with attitudes indicates that parents feel their children do require help with special teaching techniques, that they learn differently than their Anglo counterparts, that vocabulary is troublesome, they have difficulty with bi-lingualism, and finally of course, that they must come to the school prepared to speak English. Discussion compares these parental attitudes with teacher attitudes later in the text.

Behavioral traits of Mexican-American children as described by their parents indicate that the parent sees his child as being timid, shy and inhibited. He is also seen as being dependent on adults, needing a good deal of direction from the teacher and being cooperative in doing what adults ask of him. In general, parents see their children as being well-behaved and happy although they tend to stay with their own. The item "Have more emotional problems" was correlated at the .05 level of confidence of Spanish spoken and father's income. Thus one may assume an awareness on the part of the parent toward the problem the child faces when he or she attends school.

Parents also feel that the children do "Need more help in developing a positive self-image", that they "lack confidence in themselves", and that they do "tend to give up easily". Parents also recognize that the children do miss school often, suggesting that this is because of illness or family responsibility. The question "Often miss school for no real reason" was significantly correlated with the amount of Spanish spoken at home, but not with father's income. It may be assumed, thereby, that as the family income increases, the child is required to go to school unless there is some acceptable reason.

TABLE 33

COMPARISON OF PARENT ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN WITH PERCENTAGE OF TIME SPANISH IS SPOKEN IN THE HOME AND FATHER'S SALARY

Questionnaire Items	Percentage of time Spanish is spoken in the home		Father's Salary	
	Chi Square	d.f.	Chi Square	d.f.
Require special teaching techniques	78.89***	45	39.53	40
Learn differently than others	63.06***	45	37.26	40
Have the desire to learn	74.56***	45	54.35**	40
Have difficulty with vocabulary	70.51***	45	63.12***	40
Have difficulty because they are bi-lingual	76.96***	45	54.21**	40
Need to come prepared to speak English	64.64***	45	50.18*	40
Have more emotional problems	56.52**	45	55.32**	40
Are more likely to engage in delinquent acts	56.40**	45	66.34***	40
Need more help in getting along with other people	78.13***	45	38.04	40

TABLE 33

COMPARISON OF PARENT ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN WITH PERCENTAGE OF TIME SPANISH IS SPOKEN IN THE HOME AND FATHER'S SALARY

Questionnaire Items	Percentage of time Spanish is spoken in the home		Father's Salary	
	Chi Square	d.f.	Chi Square	d.f.
Need more help in developing a positive self image	61.06***	45	56.41**	40
Are difficult for you to understand	65.65***	45	56.65**	40
Could benefit from starting school at a later age	53.51**	45	47.72*	40
Need more direction from the teacher	49.63*	45	48.76*	40
Are more timid and/or inhibited	69.10***	45	54.62**	40
Are most likely to participate in group activities	65.06***	45	52.43**	40
Are more dependent	37.09	45	61.55***	40
Need to start school at an earlier age	51.15**	45	50.01*	40
Are more easily annoyed	77.04***	45	51.24**	40

TABLE 33

COMPARISON OF PARENT ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN WITH PERCENTAGE OF TIME SPANISH IS SPOKEN IN THE HOME AND FATHER'S SALARY

Questionnaire Items	Percentage of time Spanish is spoken in the home		Father's Salary	
	Chi Square	d.f.	Chi Square	d.f.
Are reluctant to talk to adults	43.42	45	74.11***	40
Lack confidence in themselves	53.53**	45	70.46***	40
Tend to give up easily	63.19***	45	47.32*	40
Are cooperative in doing what adults ask	71.86***	45	43.60	40
Need adult attention to support their work and/or play	58.11**	45	66.57***	40
Show trust in themselves and their abilities	51.67**	45	54.15**	40
Are generally happy	51.31**	45	35.49	32
Often miss school because of illness	75.86***	45	60.30***	40
Often miss school because of family responsibilities	59.87***	36	73.41***	40

TABLE 33

COMPARISON OF PARENT ATTITUDE TOWARD MEXICAN-AMERICAN CHILDREN WITH PERCENTAGE OF TIME SPANISH IS SPOKEN IN THE HOME AND FATHER'S SALARY

Questionnaire Items	Percentage of time Spanish is spoken in the home		Father's Salary	
	Chi Square	d.f.	Chi Square	d.f.
Often miss school for no real reason	63.00***	45	42.36	32
Tend to stay with "their own"	56.21**	45	75.43***	40
Are well behaved	69.13***	45	40.54	40

*** = .001
** = .01
* = .05

Comparison of Parent and Teacher Attitude Scales. The responses of both teachers and parents to the attitude scale were correlated with one another in order to determine whether or not there were any significant differences between their attitudes toward the school experiences of Mexican-American children. Table 34 shows these correlations. It is clearly evident that there are many more areas of disagreement than there are agreement.

In general both parents and teachers agree that Mexican-American children:

Have the desire to learn
Have difficulty because they are bi-lingual
Have emotional problems
Need more help in getting along with other people
Need to start school at an earlier age
Need adult attention to support their work and/or play.

Certainly it is thereby evident that with this much agreement regarding some of the basic educational problems of the children, teachers and parents might be able to cooperate in establishing helpful practices. However, an attempt to accomplish this without a proper appreciation of the many significant differences would be unrealistic.

Significant at the .001 level are the following items:

Basic Disagreements

At the .001 level of significance

Require special teaching techniques

Need to come prepared to speak English

Need more help in developing a positive self image

Are more dependent

Are more easily annoyed

Lack confidence in themselves

Show trust in themselves and their abilities

Are generally happy

Often miss school because of illness

Often miss school because of family responsibilities

Often miss school for no real reason

		OPINION IN FAVOR OF		DIVIDED OPINION	
		PARENTS	TEACHERS	YES	NO
Behavorial Traits	Engages in delinquent acts	NO	YES		
	Inadequate self image	NO	YES		
	Difficult to understand	NO	YES		
	Timid or inhibited	YES	NO		
	Desire to participate group activities			P	T
	More dependent			P	T
	Easily annoyed			P	T
Formal Learning Needs	Need special techniques			P	T
	Differences in learning			P	T
	Inadequate vocabulary			T	P
	Knowledge of English not necessary			T	P
	Should start school at later age	NO	YES		
	Need more direction	NO	YES		

		OPINION IN FAVOR OF			
		PARENTS	TEACHERS	DIVIDED OPINION	
Behavorial Traits	Reluctant to talk to adults	NO	YES		
	Give up easily	YES	NO		
	Lack self-confidence			YES T	NO P
	Cooperative with adults	YES	NO		
	Accepts self and abilities	YES	NO		
	Generally happy	YES	NO		
	Well behaved	NO	YES		
Formal Learning Needs	Frequency in absences			YES T	NO P
	Absent due to family responsibility			YES T	NO P
	Absent for no reason			YES T	NO P

Our opinions of personal contacts different from outward controls.

(Inner vs Outer) (Groups vs Individuals?)

Divided opinion

Item 1 Teachers indicated special techniques not required.

Parents indicated special techniques required.

Divided opinion

2 Teachers as a group feel more strongly than parents that Mexican-American children usually do not learn differently from others.

4 Teachers more so than parents feel that children do have a vocabulary problem.

Divided opinion

6 More teachers than parents feel that a child has little need to come prepared to speak English, there are significantly more teachers that feel just the opposite.

8 Significantly more teachers than parents feel that Mexican-American children are likely to engage in delinquency acts.

10 Significantly more teachers than parents feel that Mexican-American children need more help in developing a positive self image.

11 Teachers more so than parents feel Mexican-American children are difficult for one to understand.

12 Teachers more so than parents tend to feel that Mexican-American children would benefit from starting school at a later age.

13 Teachers > parents tend to feel that Mexican-American children need more direction from them.

14 Conversely parents > teachers feel Mexican-American children are more timid and/or inhibited.

15 Teachers and parents are divided as to whether Mexican-American children are more or less likely to participate in group activities--Parents tend to feel children do--Teachers equally insistent Mexican-American children do not.

16 (Divided again) Parents feel children are more dependent--Teachers disagree.

18 (Divided again) Parents feel Mexican-American children are more easily annoyed--Teachers do not agree.

19 Teachers more so than parents feel Mexican-American children are reluctant to talk to adults.

20 (Divided opinion) Teachers feel Mexican-American children lack self-confidence--Parents disagree.

21 Parents more so than teachers feel Mexican-American children are cooperative in doing what adults ask.

22 Parents more so than teachers feel Mexican-American children tend to give up easily.

24 (Divided opinion) Teachers feel Mexican-American children do not

usually show trust in themselves and their abilities--Parents disagree.

25 Parents more so than teachers tend to feel Mexican-American children are generally happy.

26 (Divided opinion) Teachers tend to feel Mexican-American children often miss school because of illness--Parents disagree.

27 (Divided opinion) Teachers tend to feel Mexican-American children miss school because of family responsibilities--Parents disagree.

28 (Divided opinion) Teachers tend to feel Mexican-American children miss school for no real reason--Parents disagree.

30 Teachers more so than parents feel Mexican-American children are well behaved.

TABLE 34

COMPARISON OF TEACHER AND PARENT ATTITUDES TOWARD MEXICAN-AMERICAN CHILDREN

Questionnaire Items	Chi Square	d.f.
Require special teaching techniques	41.94***	5
Learn differently than others	17.13**	5
Have the desire to learn	11.06	5
Have difficulty with vocabulary	19.12**	5
Have difficulty because they are bi-lingual	5.16	5
Need to come prepared to speak English	38.15***	5
Have more emotional problems	6.11	5
Are more likely to engage in delinquent acts	13.85*	5
Need more help in getting along with other people	4.14	5
Need more help in developing a positive self image	32.64***	5
Are difficult for you to understand	16.25**	5

TABLE 34

COMPARISON OF TEACHER AND PARENT ATTITUDES TOWARD MEXICAN-AMERICAN CHILDREN

Questionnaire Items	Chi Square	d.f.
Could benefit from starting school at a later age	15.10**	5
Need more direction from the teacher	12.90*	5
Are more timid and/or inhibited	19.05**	5
Are most likely to participate in group activities	17.24**	5
Are more dependent	36.66***	5
Need to start school at an earlier age	8.23	5
Are more easily annoyed	26.27***	5
Are reluctant to talk to adults	19.77**	5
Lack confidence in themselves	29.44***	5
Tend to give up easily	11.81*	5
Are cooperative in doing what adults ask	18.47**	5
Need adult attention to support their work and/or play	10.07	5

TABLE 34

COMPARISON OF TEACHER AND PARENT ATTITUDES TOWARD MEXICAN-AMERICAN CHILDREN

Questionnaire Items	Chi Square	d.f.
Show trust in themselves and their abilities	21.80***	5
Are generally happy	29.37***	4
Often miss school because of illness	44.88***	5
Often miss school because of family responsibilities	47.80***	5
Often miss school for no real reason	44.90***	4
Tend to stay with "their own"	18.77**	5
Are well behaved	11.89*	5

*** = .001
** = .01
* = .05

SUMMARY

TEACHER PARENT ATTITUDE

Formal Learning Skills. Teachers in the Head Start Programs generally feel that Mexican-American pre-school children should be treated like all children. From the teachers' viewpoint Mexican-American children do not need special compensatory educational activities. Neither do these Mexican-American children learn any differently from other pre-school non-culturally different children. The results also revealed the fact that teachers are of the opinion that Mexican-American children should begin school at a later age eventhough their vocabulary may be inadequate or that more instructional help is needed. Furthermore, teachers feel that knowledge of English is not necessary prior to early school enrollment.

It is interesting to observe that parents' opinions on each of the above traits were diametrically opposite to those of the teachers!

In short Mexican-American parents felt that their children do learn differently from other children and therefore, specialized techniques are necessary. The majority of the parents felt that pre-school education should be initiated.

Behaviorial Traits. Teachers as a group picture the pre-school Mexican-American children as a socially and emotionally immature human being. The pre-school

Mexican-American child has a poor self image. In addition he is apt to engage in delinquent acts although he displays independent personality traits particularly with adults whom he usually does not wish to talk to or cooperate with.

The Mexican-American child is well behaved even if he is easily annoyed and frequently unhappy looking. In general teachers feel the pre-school Mexican-American child is hard to understand.

Parents of Mexican-American children, however, do not find any of the above traits in their children. They described their children as being timid and inhibited. He is quite dependent on adults and is not reluctant to converse with them.

In conclusion then, the question that must be asked is:

ARE TEACHERS UNABLE TO COMMUNICATE EFFECTIVELY WITH THE MEXICAN-AMERICAN CHILD?

SECTION VI

INTERPRETATION OF TEACHER AIDE RESPONSE

BACKGROUND, TRAINING AND EXPERIENCE:

Interpretation of the teacher aide response on which this portion of the study is based, sought to equate the points of view of the indigenous population selected to assist with Operation Head Start. The teacher-aides were for the most part selected from within their local community and represented to some extent those people who were somewhat better trained or educated than the Mexican-American population in general.

Table 13 shows the highest grade level of school completed by teacher-aides. Ninety-seven percent of this group having completed high school, and sixty-seven percent having one or two years of college or had some other specialized training beyond high school. Of those completing college, the degrees held included A.A., B.A., B.S., and M.S. in Education.

Thirty-two percent of the teacher-aides had had previous pre-school experience of one kind or another including Sunday School teaching. Fifty-five percent of them had had no previous teaching experience, with thirty-nine percent having only one years experience and only six percent having two or more years experience in education. Twenty-nine percent of the teacher-aides indicated that they had had no specific training or special course work that might have been helpful to them in their assignment with Operation

Head Start.

The training programs in the Los Angeles area were primarily directed toward the Negro and were not planned for the Mexican-American.

Regular occupations of teacher-aides prior to their assignment with Operation Head Start were as follows:

Housewife	29%
Office Worker	09%
Teacher	23%
Student	29%
Waitress	06%
Department Store Clerk	03%

The question of underemployability may be appropriately raised here, however, inasmuch as this is a highly selected group within the larger Mexican-American population it cannot be answered with the data available here.

As with the parent group interviewed in this study, there is some indication that the teacher-aides were highly mobile as it was difficult to locate a sufficient number for the sample required. Effort to "track-down" the aides often required that the interviewer call at several addresses.

Experience with Culture and History. The teacher-aide population was not in any instance immigrant as not one of these people had been born in Mexico.

Forty-eight percent of them had not even visited in Mexico, while an additional thirty-nine percent had visited for only a matter of days or weeks. Only twelve percent had visited Mexico for as long as one or more months.

Along with the lack of imtimate personal knowledge of Mexico through having lived or visited there, the teacher-aides were no more familiar with their own culture and history than were the Head Start parents. Only twenty-six percent claimed any considerable knowledge.

PROGRAM EVALUATION

Teacher-aides are somewhat ambivalent regarding their attitude toward and support of Operation Head Start. In part because of their sophistication they are more keenly aware of the children's needs and the short comings of the program.

Problems that relate directly to the children seem to be the most vulnerable in the aides eye. Eighty-seven percent of the aides see the children as needing help in learning to speak English. Medical, dental and psychological services, while judged to be good in comparison to what has previously been available, were described often available in limited quantities. Supporting comments to the statistical measures indicated that the children's need was far greater than generally recognized by the schools. Teacher-aides, however were truly critical of only the Inservice Training, and the concern, here, as indicated earlier, was simply that much of the training simply did not apply to the

Mexican-American population.

Teacher-aides, again were ambivalent in their judgement of parental support for the Operation Head Start program. The general feeling was that for such a wonderful opportunity parents should be much more enthusiastic than the aides saw then as being. Perhaps because of their own enthusiasm they were more critical than might otherwise have been the case.

TEACHER-AIDE ATTITUDE SCALE

Teacher-aides, as did parents, responded to the attitude scale in terms of their own experiences and their evident feeling for the problems which Mexican-American children face in attending schools. In general, teacher-aides perhaps because of their sophistication or better than average education, were sensitive to the kinds of situations or feeling that lead to discrimination.

Their response to the learning skills section of the scale was quite similar to that expressed by the parents, but tended to be somewhat sharper. The difference in opinion here was just about as much different from the parents as was that of the Follow-up teacher from the Head Start teacher. It would appear that as the Mexican-American population, represented by the somewhat upwardly mobile teacher-aides was simply more sensitive to the school problem which have long been known to the Mexican-American. Supporting this was the teacher aide response on the personal social section of the attitude scale. Here the obvious expectancy was that the Mexican-American child should attempt to fulfill the middle-class American stereotype, and they were thus critical of the children "staying home for no real reason".

SECTION VII

INTERPRETATION OF "FOLLOW-UP" TEACHER RESPONSE

BACKGROUND, TRAINING AND EXPERIENCE

The training and experience of the "follow-up" teachers is comparable to that of the Head Start Teachers. Table I shows the degrees held by both Head Start Teachers and follow-up teachers. Only one of the follow-up teachers holds a non-degree credential, whereas eleven percent of the Head Start teachers held such. In addition twenty-four percent of the follow-up teachers have advanced degrees, ninety-two percent of which are in Education.

Teaching experience for this group ranges from one year to twenty-four years with the median length of experience being twelve years. As follows:

Years of teaching experience	Percent of Teachers
0 - 4	.08
5 - 9	.28
10 - 14	.32
15 - 19	.16
20 - 24	.16

Ninety-two percent of the follow-up teachers had had previous experience with Mexican-American children.

EXPERIENCE WITH CULTURE AND HISTORY

Follow-up teachers like Head Start teachers have not visited in Mexico and have very little familiarity with the culture and history. Table 4 shows length of time spent visiting. Only twelve percent of these teachers have visited in Mexico for as much as one or more months, thus eighty-eight percent of them are familiar with the country in terms of superficial visits, mostly to the border towns.

The greatest number of them knew no language other than English, twelve percent indicated they read, wrote and spoke Spanish, and an additional twenty-four percent claimed a knowledge of both Spanish and French, one teacher held a combination of Spanish and German. For the most part these skills were a part of the teacher's college training, as only one of the teachers was of Mexican-American background.

Again, as with the Head Start teachers, the follow-up teachers indicate they have little or no knowledge of the culture and history. Table 5 shows the comparisons of their knowledge with that of the other populations sampled in this study. Like most of the Head Start teachers, follow-up teachers have learned much about Mexican tradition from text books, and/or college lectures.

PROGRAM EVALUATION

The number of children in the follow-up classes ranges from one to nine with the average being four. Teachers did receive records from the Head Start classes in seventy-six percent of the classes. In thirty-six percent of the instances follow-up teachers felt that the records were of little or no help; in forty percent of the classes; teachers felt that the records were of some help; and in twenty-four percent of the instances teachers found the records to be "helpful or very helpful". Follow-up teachers were more supportive of the advantage that was given the children by Head Start as they stated they felt seventy-two percent of the children were able to adjust to regular school more easily because of their Head Start experience.

For the most part follow-up teachers felt that they did understand the needs of Mexican-American children as eighty-eight percent of them indicated that they did. In judging the interest and morale of the children involved in the program as compared with other Mexican-Americans, seventy-six percent of the teachers felt that these children were more highly motivated.

The extent of parental involvement in school-community activities was judged about the same as the Head Start teachers judged it to be. Sixty percent of the follow-up teachers said that there was little involvement. However, again as with the Head Start teachers, there was general agreement that Mexican-American parents were as much as involved as they would like them to be.

FOLLOW-UP TEACHER ATTITUDE SCALE

The attitudes expressed by the follow-up teachers so closely paralelled that of the Head Start teachers as to make a lengthy discussion here somewhat repetitious. If in fact there is any accountable difference in the several attitudes, it would be that the follow-up teachers are more highly accentuated - e.g. if the teachers felt that Mexican-American children were "difficult to understand" then the follow-up teachers were more convinced that this was true. The differences in almost all instances were trifling.

Section VIII

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

In Section II, Statement of the Problem four pertinent questions were posed relative to the purposes of the research study. The questions centered around the attitudinal responses of teachers, parents, teacher aids, and follow-up teachers.

For purposes of clarification, the summary and implications of the study will be combined and presented under each question. A final section enumerating the recommendations for the study is also presented.

A. Questions Relative to Teachers' Background, and Attitudes

1. What is the educational background and experience of Headstart teachers?

Summary: Seventy three teachers reported a median of seven years of experience at the primary or elementary level. Over ninety percent of the seventy three teachers were college graduates with majors in elementary education. Almost one hundred percent held or qualified for one or another of the standard California credentials. Eighty seven percent had specific teaching experiences with Mexican-American children. With one or two exceptions, ninety nine percent of the Headstart teachers had no prior training or teaching experience with pre-school children.

Implications: Since the majority of the Headstart teachers in this program were inadequately prepared for teaching pre-school children, intensive in-service programs are vitally necessary, at least until the colleges and universities can graduate an adequate supply in the future. A shortage of credentialed teachers was not evident in this study, especially those who have had experience with educationally deprived children of ethnic or racial minority.

2. Do the teachers' responses on their attitude toward their experience with Mexican-American children reflect a bias and/or differ significantly from that of the parental responses?

Summary: The findings showed significantly more disagreements than agreements between teachers and parents as measured on the attitude scale. On significant behavioral traits teachers reported Mexican-American pre-school children as: Delinquency prone, inadequate self-image, reluctant to talk to adults, well behaved, lack of self confidence, and difficult to understand. On significant forward learning needs, Mexican-American children were reported as: No need for special techniques, no differences in learning, has inadequate vocabulary, should start school at a later age, need for more direction, frequently absent for no reason (or for family responsibility).

Implications: More significant negative than positive behavioral and formal learning traits were reported by the Headstart teachers. Middle class, Anglo oriented bias appeared evident from the teachers' attitudes when they indicated that Mexican-American children should start school at a later age because of inadequate vocabulary, need for more direction and similar traits. Why these teachers should advise a later starting time and still voice the opinion that Mexican-American children should be treated educationally like other school-age children cannot be readily deduced from their study.

3. How effective do the teachers judge operation Headstart to be in the following respects:
   - A. Medical, psychological, and dental care services?
   - B. Program?
   - C. Morale of staff?
   - D. Community participation?

Summary:

(A) Medical, psychological, and dental care service. Two out of three teachers indicated that the medical services were adequate. As a result of the physical examinations, the following major defects were discovered: kidney trouble, urinal defects, anemia, mental retardation, crossed eyes, and a great many cases of malnutrition. Dental and psychological services were not available or poor for over sixty percent of the children who were examined and needed help accordingly to their teachers.

(B) Majority of the Headstart teachers agreed that the burden of helping the non-English speaking child lies with the school rather than the home.

(C) Over ninety five percent of the teachers reported the staff morale as good or excellent.

(D) Over eighty percent of the teachers reported the morale and interest of parents as good or excellent.

Implications: The need for more extensive medical, dental, and psychological follow-up services were significantly pointed out. The availability of local community agencies (health or mental) to supply these needed services was not surveyed.

Although the parents were not as enthusiastic as teachers about the value of Headstart, it is certainly encouraging to note that an overwhelming majority of teachers were in favor of the pre-school program.

B. Questions Relative to Parental Background and Attitudes

1. What are the responses of the parents of Headstart participants in describing their education, occupational status, home ownership, level of income, family size, and familiarity with the culture of their Mexican heritage?

Summary:

(A) Educational status. Two out of three parents did not receive more than an eighth grade education. Less than three percent went beyond the twelfth grade.

(B) Occupational status. Classification of occupations of both the mother and father fall within the semi-skilled catagories. Many of the parents had worked up from the laboring type jobs. Under employment and under-skilled occupational status were prevalent.

(C) Home ownership. Sixty six percent of the families have lived in their present home for more than two years. Over fifty five percent pay monthly rental fees compared to less than thirty five percent who own their own homes.

(D) Level of income and family size. The average family size was seven people. The average family income was $4,800 annually.

(E) Familiarity with Mexican culture and history. Fifty percent of the families had visited in Mexico for less than one month. An inadequate intimate personal knowledge of Mexico, its culture and history, may be said to exist among the majority of the Headstart parents. Although over sixty percent of the parents spoke Spanish in the home, English appeared to be more the dominent language.

Implications: The obtained average educational level was much lower than that for California (8.7). A significant number were "functional" illiterates (less than fourth grade education). In spite of their low educational attainments, the average Mexican-American parent strives hard to improve himself (higher level of income and semi-skilled jobs).

The findings showed quite conclusively that the majority of the parents are native born citizens of the United States (not foreigners or immigrants). The majority of the parents were too young to be drafted for the Korean War, let alone World War II (a young generation). It is therefore, not a surprise that the average parent ties are with the United States rather than Mexico (lack of knowledge of Mexico's culture and history).

2. What are the parental attitudes toward the educational experience of Mexican-American children and how do these attitudes differ significantly from those of the teachers?

Summary: Parents, on the average, indicated that their children need special teaching techniques and learn differently from other children. Behaviorally, their children are seen as timid or inhibited, give up easily, generally happy, cooperative with adults and accept self and abilities. In short, parents viewed their children as significantly more mature and emotionally as well as socially more stable than the teachers viewed them.

Implications: The contrasted observations between parents and teachers raise serious questions concerning the ability of teachers to develop healthy, "empathetic" relations with Mexican-American children. The findings suggest the definite need for more frequent interactions between parents and teachers to resolve their significant attitudinal differences.

3. How effective do the parents judge operation Headstart to be in the following respects:

   A. Medical, psychological, and dental care services?

   B. Program?

   C. Morale of staff?

   D. Community participation?

Summary:

(A) Medical, psychological, and dental care services. Medical examinations was rated as helpful by ninety one percent. Dental examinations were rated helpful by eighty seven percent. Psychological examination was rated helpful by seventy five percent.

Services in all three areas were significantly lower in ratings. They were respectively sixty five, fifty six, and fifty one percent.

Implications:

(A) It is evident that follow-up services (medical, dental, and psychological) were viewed as inadequate by the parents. Certainly, future programs should provide for the deficits in the important areas. In doing so, it must overcome the lack of money, the impersonality of available doctors leading to parental fear and distrust of doctors.

Summary:

(B) Program. Ninety three percent of the parents described the program as being "good" or "better" and teachers were rated as "good" or "excellent" by eighty two percent of the parents. The frequency of contact between parent and teacher tended to raise the rating much higher.

Implications:

(B) It is evident that parents were highly supportive of the Headstart program. It also reinforces the notion the parental appreciation of the school's program is directly proportional to the degree of parental participation and understanding.

Summary:

(C) Morale of staff. Ninety one percent of the parents felt the teachers' morale was good or very good, but only sixty six percent described the administration's morale as good or better.

Implications:

(C) It is apparent that the discrepancy between teachers' and administration's morale as reported by parents can be traced to the frequency of contact between parents and administrators. The need for greater interaction between parents and administration was certainly indicated by present findings. Past observations of inadequate communications between "grass roots" people and agency representatives (decision-making personnel) have been pointed out by these results.

Summary:

(D) Community participation. Parents stated overwhelming interest in group participation in school function. Language preference at such group meetings drew a "no response" from two out of three parents.

Implications:

(D) The results point again a lack of communication between school and community. Research studies have shown that interested participants are seldom non-committal to pertinent ego-involved inquires. The trend of parental mistrust of the school's motives have again apparently reappeared.

C. Questions Relative to Teacher Aides' Background and Attitude

1. What is the educational background and experience of Headstart teacher aides?

Summary:

Ninety seven percent of the teacher aides were high school graduates or better. Two out of three had previous pre-school or other related educational experience.

Implications:

Teacher aides were somewhat better trained or educated than the Mexican-American population in general.

2. Do the teacher aide responses on their attitude toward their experience with Mexican-American children reflect a bias and/or differ significantly from that of the parental or teacher responses?

Summary: Teacher aides' responses were similar to those revealed by the parents of the Headstart children. Teacher aides also viewed Mexican-American pre-schoolers as being more mature emotionally and socially than their teachers had indicated.

Implications: The somewhat upwardly mobile teacher aides represented a new generation of Mexican-American by their responses greater sensitivity to school problems as well as discriminatory practices were reported by them on the questionnaire survey.

3. How effective do the teacher aides judge operation Headstart program?

Summary: Ambivelent attitudes were expressed toward operation Headstart programs. On the average, teacher aides felt that the schools had failed to meet the children's needs. Available medical, dental, and psychological services were described as good but limited in quantity. In-service training programs were geared for the Negro rather than the Mexican-American population.

Implications: Teacher aides' critical comments again may be traced to their sophistication and keen awareness of the children's needs and the program's short comings. The Mexican-American in transition can best be depicited by the teacher aids' ambivalence and search for identity.

D. Questions Relative to Follow-Up Teachers' Background and Attitudes

1. What is the educational background and experience of Headstart follow-up teachers?

Summary: Over ninety seven percent of the follow-up teachers held teaching credentials as well as one or more degrees from a college or university, ninety two percent obtained them in education. Two out of three of the follow-up teachers taught ten or more years in the public schools. Over ninety percent had previous experience with Mexican-American children.

Implications: In spite of the follow-up teachers' extensive teaching experience, few were trained at the pre-school or kindergarden level. It is remarkable that the percent of teachers with prior contact with Mexican-American children was as large as reported.

2. Do the follow-up teachers' responses on their attitude toward their experience with Mexican-American children reflect a bias and/or differ significantly from that of the parental, teacher, or teacher aide responses?

Summary: The follow-up teachers' attitudes were more strongly accentuated than those for Headstart teachers. In short, similar attitudes were displayed but vastly magnified. Inadequate self-image, delinquency proneness, lack of self-confidence to name a few, were all viewed by the follow-up teachers as highly significant of definite traits possessed by Mexican-American children.

Implications: The need for greater orientation through in-service training and more intensive contacts with Mexican-American culture and history seemed clearly indicated by the above findings. Follow-up teachers' attitude in preserving the traditional school program was likewise indicated.

3. How effective do the follow-up teachers judge the operation Headstart program?

Summary: Seventy six percent of the follow-up teachers received records from the Headstart classes. One out of three teachers felt the records were of little or no help. A majority of the follow-up teachers expressed support for the Headstart program and the definite advantages the children had obtained. High motivation and ease of adjustment were both noticeable traits reported by the follow-up teachers.

Implications: Definite carry-over was self evident. Success of the Headstart programs was apparent from the follow-up teachers' comments and attitudinal ratings.

RECOMMENDATIONS

1. With few exception all those who had some contact with the Headstart programs expressed support and enthusiasm. Recommendation for the continuance of the pre-school programs is, therefore, self-evident.
2. Headstart in-service training programs need to be geared to the problems of all ethnic and racial groups and not primarily to the Negro children's needs exclusively.
3. In view of the shortage of trained Headstart teachers, teacher training institutions or other non-profit training agencies should be assisted and encou aged to provide quality teachers as well as quantity.
4. Since knowledge of the culture and history of Mexico tended to increase proportionately the sensitivity as well as understanding awareness of teachers to the problems of Mexican-American children, such valuable information should be included in any effective in-service program.
5. Teacher aides should be obtained from the local Headstart community, preferably aides whose educational level approximate those for a given target population.

6. Simultaneously with the much needed in-service training programs, future Headstart programs should give priority to current inadequate medical, and psychological services.

7. The low educational attainment (less than sixth grade) obtained by Headstart parents points to the need for greater emphasis for adult education programs.

8. The presence of under-employment and semi-skilled occupational status illustrated dramatically the need for intensive vocational education programs in the target areas.

9. The youthfulness of the Headstart parents, the majority whose ages fell within the mid-twenty range, reveals the vast potential that may be recruited for any future vocational or educational program.

10. More extensive community involvement via parents to strengthen school-community relations are indicated from the study. Parents should be invited to participate in the Headstart programs in larger numbers as teacher aides, community aides, volunteers, nurses, cooks, child care, or similar activities.

11. Since a substantial majority of the Headstart children are knowledgeable of Spanish (mother language) as well as English to a limited extent, pre-school programs should be organized to capitalize on the children's bilingual ability.

APPENDIX

EVALUATION AND RESEARCH

OPERATION HEADSTART

PARENT INTERVIEW

____
Date of Interview
Fecha de entrevista

Name: ________________________
(Name of child)
Nombre del nino

School: ________________________
Presently attending
Escuela a la que asiste.

Address: ________________________
Street
Direccion (Calle)

Phone: ________________________
Telefono

____
City and State
Ciudad y estado

Do you ________ or ________
own rent
Es usted propietario o arrendatario ?

How long have you lived at this address ? ________________________
¿Cuanto tiempo ha vivido en la misma direccion?

With whom has this interview been conducted? ________________________
¿Con quien se hizo esta entrevista?

Mother ________ Father ________ Both ________ Other ________
Madre Padre Ambos Otro

Mother's address if different from above ________________________
Direccion de la madre, si es diferente a la antes mencionada

Father's address if different from above ________________________
Direccion del padre, si es diferente a la que se indico anteriormente

FAMILY BACKGROUND

A. Please list the names, relationship, age and birthplace of all the members of the household:

Favor de anotar los nombres, parentesco, edad y lugar de nacimiento de todos los miembros de la familia:

Name Nombre	Age Edad	Relationship Parentesco	Birthplace Lugar de nacimiento

B. Please check the highest grade completed in school:
Favor de indicar el grado más alto terminado en la escuela:

K123 456 78 9 10 11 12 13 14 15 16

Mother
Madre

Father
Padre

Name
Nombre

C. Please list the kind of work and the place of employment:
Favor de anotar la clase de trabajo y el lugar del mismo:

	Name of job Nombre del trabajo	Name of Company Nombre de la Compañía	#of hours per week # de horas por semana	Salary Salario
Mother Madre				
Father Padre				
Other Otro				

D. If the mother and/or father is presently unemployed, please indicate the kind of work she/or he usually does?

¿Si la madre y (o) el padre esta sin trabajo, favor de indicar que clase de trabajo ella (o) el casi siempre ha desempeñado?

____

E. Was she/he out of work and looking for a job at any time during the past year? __________ For how long? __________

Estuvo ella (o) el sin trabajo, y buscando otro durante el año pasado? __________ ¿Cuanto tiempo? __________

F. Is the father a Veteran? __________
Es el padre Veterano?

World war 11 __________ Korean __________ Other __________
2a guerra mundial de Corea Otra

G. What language is used most of the time in the home? __________
¿Qué idioma se usa en el hogar la mayoria del tiempo?

H. Mother is most comfortable speaking English __________ Spanish? __________
La madre se siente con mas confianza hablando ¿el Inglés? __________ ¿Español? __________

11. EXPERIENCE WITH MEXICAN-AMERICAN CULTURE AND HISTORY
EXPERIENCIA CON LA CULTURA E HISTORIA MEXICO-AMERICANA

A. Please list any languages with which you are conversant.
Favor de indicar los idiomas con los cuáles puede usted conversar.

	Reads Lee	Writes Escribe	Speaks Habla
English Inglés	______	______	______
Spanish Español	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______

B. Have you visited in Mexico? ____________________
¿Ha visitado usted Mexico?

If so, please list the places you have been and the approximate length of time there:

Si lo ha hecho, favor de anotar los lugares que visitó, y aproximadamente el tiempo que estuvo en cada lugar:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

C. Are you familiar with the literature and/or history of Mexico? If so, please describe your major source of information:

____

¿Está usted familiarizado con la literatura y (o) la historia de Mexico? Si lo está, favor de mencionar su mayor fuente de información:

____

D. Please check the following items on the basis of your experience:
Favor de marcar los siguientes detalles de la base de su experiencia:

Mexican-American children differ from Anglo and/or other children in the following respects:

La niñez Mexico-Americana se diferencia de la anglosajona y (o) de otras criaturas respecto a lo siguiente:

	Rarely	some times	about the same as	usually or often	most of the time
	raramente	algunas veces	igual que	usualmente	casi todo el tiempo
1. Require special teaching techniques. Requieren una enseñanza técnica especial	_____	_____	_____	_____	_____

	Rarely raramente	some times algunas veces	about the same as igual que	usually or often usualmente	most of the time casi todo el tiempo
2. Learn differently than others. Aprenden diferente a los demás.					
3. Have the desire to learn. Tienen el deseo de aprender.					
4. Have difficulty with vocabulary. Tienen dificultad con el vocabulario.					
5. Have difficulty because they are bilingual. Tienen dificultad por que son bilingües.					
6. Need to come prepared to speak English. Necesitan estar preparados para hablar el Inglés.					
7. Have more emotional problems. Tienen más problemas emocionales.					
8. Are more likely to engage in delinquent acts. Estan más dispuestos a tomar parte en actos delictuosos.					
9. Need more help in getting along with other people. Necesitan de más ayuda para poder congeniar con la demas gente.					
10. Need more help in developing a positive self image. Necesitan ayuda para desarroyar una imágen positiva de si mismos.					

	Rarely raramente	some times algunas veces	about the same as igual que	usually or often usualmente	most of the time casi todo el tiempo
11. Are difficult for you to understand. Le son difíciles de comprender.					
12. Could benefit from starting school at a later age. Podrian beneficiarse si empezaran la escuela a una mayor edad.					
13. Need more direction from the teacher. Necesitan más dirección de parte del maestro.					
14. Are more timid and/or inhibited. Son más cohibidos y (o) timidos.					
15. Are most likely to participate in group activities. Tienden a participar en actividades colectivas.					
16. Are more dependent. Son más dependientes.					
17. Need to start school at an earlier age. Necesitan empezar la escuela a una menor edad.					
18. Are more easily annoyed. Son fáciles de incomodar o trastornar emocionalmente.					
19. Are reluctant to talk to adults. Son más renuentes para conversar con personas mayores.					
20. Lack confidence in themselves. No tienen confianza en si mismos.					

	Rarely raramente	some times algunas veces	about the same as igual que	usually or often usualmente	most of the time casi todo el tiempo
21. Tend to give up easily. Son propensos a desistir de tareas más facilmente.					
22. Are cooperative in doing what adults ask. Cooperan a solicitud de los adultos.					
23. Need adult attention to support their work and/or play. Necesitan más atención de parte de los adultos para mantenerse activos en su recreación o trabajo.					
24. Show trust in themselves and their abilities. Tienen confianza en si mismos y en sus habilidades.					
25. Are generally happy. Generalmente son felices.					
26. Often miss school because of illness. Seguido faltan a la escuela por enfermedad.					
27. Often miss school because of family responsibilities. Faltan continuamente a la escuela debido a responsabilidades familiares.					
28. Often miss school for no real reason. Faltan a la escuela sin razón alguna.					

	rarely raramente	some times algunas veces	about the same as igual que	usually or often usualmente	most of the time casi todo el tiempo
29. Tend to stay with "their own." Tienden a permanecer con los compañeros.	_____	_____	_____	_____	_____
30. Are well behaved. Se comportan bien.	_____	_____	_____	_____	_____

111. PROGRAM EXPERIENCE

A. Description of Operation Head Start Class which your child attended.
Descripción de la clase a la cual asistió su hijo en "Operation Head Start."

1. Were there any children who spoke so little English, that they required translation?

____

Habia alumnos que apenas hablaban el Inglés, que necesitaban intérprete?

____

Was this help available to them?
Estuvo disponible esta ayuda?

____

2. How much responsibility do you think the school should have in teaching English?

Little	some	50/50 with home	more than home	major
________/	________/	________________/	________________/	________

Que grado de responsabilidad cree usted que la escuela debe tener en la enseñanza del Inglés?

Poca	alguna	50/50 con el hogar	más que la del hogar	máxima
_____/	________/	________________/	____________/	________

3. Were you asked to help in developing the overall program at your school? ________ If so, in what way? ____________________

____

¿Se le pidió ayuda para el desarrollo del programa general en su escuela? ________ Si se le pidió, en que forma lo hicieron?

____

4. Were you given any training through Head Start? ____________________

____

¿Se le dió alguna enseñanza o adiestramiento por medio del "Head Start?"

____

5. Were you asked to assist in planning field trips? ____________________
¿Se le pidió que colaborara a planear viajes o paseos? ____________________

Preparing food? ____________
Para preparar comida? ____________

6. Were you encouraged to visit your child's classroom? ____________
¿Se le hizo invitación para que visitara el salón de clases de su hijo?

____

7. How many times did you visit? ____________ Who invited You?

____

¿Cuántas veces lo visitó? ____________ ¿Quién la invitó? ____________

8. What made you decide to enroll your child in this program?
¿Que fué lo que la hizo decidirse a inscribir a su hijo en este programa?

____

9. How did you become aware of the Operation Head Start program in your area?
¿Cómo fué que se enteró del programa "Operation Head Start" en su vecindad?

____

____

10. Please indicate your feeling about morale and/or interest in Operation Head Start of the following people?
Favor de indicar sus impresiones sobre la moral y (o) el interes en el programa de "Operation Head Start" de las siguientes personas:

	poor pobre	fair regular	average término medio	good bueno	very good muy bueno
teachers maestros					
staff cuerpo docente					
administration administración					
parents padres					
volunteers voluntarios					
children alumnos					

11. What was your over-all opinion of the program?
¿Cuál fué su opinión general del programa?

____

Of the teacher?
¿Del o de la maestra?

____

12. What language was used by you in your conversation with:
Que idioma usó en su conversación con:

Your child's teacher? ______________________________
El maestro de su niño?

Other Head Start workers? ______________________________
Otros trabajadores de Head Start?

B. Services available:
Servicios disponibles:
Please check each of the following auxiliary services and evaluate its relative helpfulness to your child:
Favor de anotar cada uno de los siguientes servicios auxiliares y evalúe sus beneficios, de ayuda a su hijo:

1. Medical examination ______________________________
Examen médico

2. Medical services ______________________________
Servicios médicos

3. Dental examination ______________________________
Examen dental

4. Dental services ______________________________
Servicios dentales

5. Psychological exam ______________________________
Examen psicologico

6. Psychological services ______________________________
Servicios psicologicos

7. School nurse ______________________________
Enfermera escolar

C. Educational values:
Valores educacionales:
1. What do you understand was the purpose of the Head Start program?
¿Cuál cree usted que fué el proposito del programa del "Head Start"?

____

____

2. In what ways do you feel that Head Start benefitted your child?
¿En que forma piensa usted que el programa del "Head Start" benefició a su hijo?

____

____

3. Has the program changed any of your opinions about the importance of education to your child? If so how?
¿Ha cambiado el programa sus opiniones sobre la importancia de la educación de su hijo? Si cambió, ¿en que forma?

____

____

4. As a result of your child's experience in project Head Start, have you changed your opinions about the community's and/or the government's interest in the education of your child? If so, what opinions have you changed?

Como resultado de la experiencia de su hijo en el Proyecto Head Start, ha cambiado de opinión sobre la comunidad y (o) el interés del govierno en la educación de su hijo? Si así fué, que opiniones cambió?

____

____

5. Were you or your child referred to any agency outside of the school? If so, please list:
Fueron usted o su hijo dirigidos a alguna agencia fuera de la escuela? Si asi fué, indique cual(es):

____

____

6. Did you meet the teacher? How often?
¿Conversó usted con la maestra? ¿Qué tan seguido?

____

____

7. Did the Head Start teacher or any other Head Start worker visit you at your home during the program? __________ If so, how many times? ____________ For what reason did they come? ____________________

____

Fué visitada por la maestra o cualquier otro trabajador del Head Start durante el programa? __________ Si asi fué, cuantas veces? ____________ ¿Por qué razón la visitaron? ____________________

____

8. What was your opinion of the Head Start program?
¿Cuál fué su opinión sobre el programa del Head Start?

____

9. Please list the things you liked most and least about the program:
Favor de anotar las cosas que le gustaron más y menos del programa:

Most Más	Least Menos
______________________	______________________
______________________	______________________
______________________	______________________

10. In what ways do you feel that the Head Start program benefitted your child?
En que forma cree usted que el programa Head Start benefició a su niño?

____

____

11. How far would you like your child go in his/her schooling? Should there be a difference in the amount of schooling boys should have as opposed to girls? If so, what difference should there be and why would you make this difference?

¿Qué grado de educación máxima le gustaría obtuviera su hijo? Cree usted debe haber diferencia en la proporción de educación impartida a niños o a niñas? En caso afirmativo, ¿qué diferencia debe haber y por qué se tendría que hacer?

____

____

12. Is there any field or profession you would like to see your child enter? If so, please indicate what?

Hay alguna profesion que le gustaria que siguiera su hijo? Si así es, favor de indicarla:

____

13. How much money do you think college will cost per year for tuition and books? ______________________

¿Cuánto cree usted que le costara el colegio anualmente en colegiatura y textos? ______________________

14. Will you be able to send yourHead Start child to college? ____________
¿Estará usted en condiciones de mandar a su hijo del Head Start al colegio? ________________

15. How many of your children do you think you will be financially able to send to college? ________________

De acuerdo con sus recursos, ¿cuántos de sus hijos cree usted que va a poder mandar al colegio? ____________

16. How many children do you have? ______________
¿Cuántos hijos tiene usted? ________

17. Would you like to see the Head Start Program continued? If so, why? If not, why not?

____

____

¿Le gustaría ver que el programa "Head Start" continuara? Si afirmativamente, por qué?

____

Si negativamente, ¿por que no? ______________________

____

D. Community relations

1. Please mark any of the following groups with which you have some contact:
   Favor de anotar cualquiera de los siguientes grupos con los cuales haya usted tenido contacto:

Name of organization Nombre de la organizacion/	belong Pertenece/	participate participa/	% of the group who ar e Mexican-American % del grupo que son Mexico-Americanos
Parent-teacher Assoc. Asociacion de Padres y Maestros.	________	________	____________________
Youth Center. Centro Juvenil.	________	________	____________________
Social Club Club social.	________	________	____________________
Church Iglesia	________	________	____________________
Veterans Veteranos	________	________	____________________
Political Politico	________	________	____________________
Lodge Logia	________	________	____________________
Union Union	________	________	____________________
Civic Civico	________	________	____________________
Latin-American Latino-Americano	________	________	____________________

	Belong pertenece	Participate participa	% of the group who are Mexican-American % del grupo que son Mexico-Americanos
Business men's (rotary) El del hombre de negocios (rotario)	____________ /	____________ /	________________
Other Otro	____________ /	____________ /	________________

2. Are there any school or parent groups in your neighborhood which you could and/or would like to join? ________ If so, why haven't you joined? ______________________________

____

Existen algunos grupos de escuela o de padres en su vecindario a los cuales le gustaria pertenecer? ________ Si así es, ¿por qué no se ha asociado? ______________________________

____

3. Would you be interested in joining a group concerned with the education of your children? ____________ If so, would you prefer that the meetings be conducted in Spanish? ________ English? ____________

Le interesaria a usted afiliarse a un grupo dedicado a la educacion de sus hijos? __________ Si se asociara, ¿preferiría que las sesiones fueran en Espanol? __________ Ingles? __________

4. Who are the leaders in your community? Anglo ______ Mexican - American _____

¿Quiénes son los líderes en su comunidad? Anglos? ______ México-Americanos? __________

5. Have you heard of the "War on poverty?"
Do you have any feeling about it?
Ha oído usted sobre "La guerra contra la pobreza?"
¿Tiene algunas opiniones sobre la misma?

____

____

4. Do you take your children to the doctor regularly? ________ If so, how often? ____________________

Lleva a sus hijos con el doctor regularmente? ______ ¿Con que frequencia? ____________________

Do you take your children to the dentist regularly? _____ If so, how often? ____________________

¿Lleva usted a sus hijos con el dentista regularmente? ¿Con que frequencia? ____________________

5. Has this Head Start child ever been hospitalized? ______ What for? ______ ____________________ How long? ____________________

Su hijo del Head Start ha sido hospitalizado alguna vez? ____________
¿Por que? ____________________ ¿Por cuánto tiempo? ____________

6. Was there anything unusual about the child or was anything wrong when the child was born?

____

Tenia algo anormal el nino? ______________ O presento defecto a su nacimiento? ______________

7. Do you subscribe to any newspaper? ______ Which one? ______________

¿Se subscribe usted a algun periódico? __________ A cuál? ______________

8. Are there any magazines you especially like to read? ______________ What are they? ____

____

Hay algunas revistas que le gusta leer mas que otras? ______________ ¿Cuáles son?

____

9. What are your favorite radio or television programs?
¿Cuáles son sus programas favoritos de la radio o televisión?

____

____

10. Do you ever listen to or watch Spanish language programs? Escucha usted o ve programas en Espanol?

____

____

11. A recent survey showed that the average Mexican-American student in California completes only 8.6 years of school compared to more than 12 years of school completed by his anglo classmates. What do you think the reasons are for this situation?

____

____

____

Un estudio reciente nos indica que la mayoria de los estudiantes Mexico-Americanos en Calif., completan solamente 8.6 anos de escuela, comparados con mas de 12 anos de escuela completados por su condicipulo el Anglosajon. ¿Cuáles cree usted son las razones de esta situacion?

____

____

____

#

EVALUATION AND RESEARCH

OPERATION HEAD START

TEACHER INTERVIEW

Name:____________________ District/School:________________

Address:____________________ Phone:____________________
Street

____
City, State

1. EDUCATIONAL TRAINING

1. Degrees Held: Name of College:

B. S.______________________________________

M. S. Ed.____________________________________

Ed. D._____________________________________

Other______________________________________
(Please specify)

2. Number of years teaching experience:____________

3. Please check all of the grade levels taught: Preschool or Nursery
K 1 2 3 4 5 6 7 8 9 10 11 12

College____________________ Other____________________

4. In which state or states did you do the major portion of your teaching?

____

5. Please list all credentials held: If out of state specify____________

________________ ________________ ________________

6. Which of these credentials offered you the best training for your specific assignment with Operation Headstart?

____

7. Indicate by title any specific course which you feel prepared you for pre-school teaching?________________________________

____

9. List any additional courses which you feel may have been helpful in your assignment with Operation Headstart. ____________________

____

10. Have you ever taught Mexican-American children? ____________
If so, please indicate:

Where	How Long	% of class who were Mexican-American.

11. Experience with Mexican-American culture and history
A. Please list any foreign languages with which you are conversant:

	Read	Write	Speak
Spanish			
French			
German			

B. Have you visited in Mexico? ____________

If so, please list the places you have been and the approximate length of time there:

C. Are you familiar with the literature and/or history of Mexico? ____
If so, please describe your major source of information: __________

____

D. Please check the following items on the basis of your experiences:

Mexican-American children differ from Anglo and/or other children in the following respects:

	Rarely	Sometimes	About the same as	Usually or often	Most of the time
1. Require special teaching techniques					
2. Learn differently than others					
3. Have the desire to learn					
4. Have difficulty with vocabulary					
5. Have difficulty because they are bilingual					
6. Need to come prepared to speak English					
7. Have more emotional problems					
8. Are more likely to engage in delinquent acts.					
9. Need more help in getting along with other people					
10. Need more help in developing a positive self image					

	Rarely	Sometimes	About the same as	Usually or often	Most of the time
11. Are difficult for you to understand					
12. Could benefit from starting school at a later age					
13. Need more direction from the teacher					
14. Are more timid and/or less inhibited					
15. Are most likely to participate in group activities					
16. Are more dependent					
17. Need to start school at an earlier age					
18. Are more easily annoyed					
19. Are reluctant to talk to adults					
20. Lack confidence in themselves					
21. Tend to give up easily					
22. Are cooperative in doing what adults ask					
23. Need adult attention to support their work and/or play					
24. Show trust in themselves and their abilities					

	Rarely	Some-times	About the same as	Usually or often	Most of the time
25. Are generally happy.					
26. Often miss school because of illness					
27. Often miss school because of family responsibilities					
28. Often miss school for no real reason					
29. Tend to stay with "their own"					
30. Are well behaved					

111. Program Experience

A. Description of class

1. Number of children who are (were)

Mexican-American ____________

Oriental ____________

Negro ____________

Anglo-American ____________

2. Were there any children who spoke so little English they required help in translation? ____________
If so, How many? ____________

3. Were you asked to help in developing the overall program at your school? ____________

If so, in what way? ____________

____

____

4. Please indicate your feeling about morale and/or interest in Operation Headstart of the following people:

	Poor	Fair	Average	Good	Very Good
Teachers					
Staff					
Administration					
Parents					
Volunteers					
Children					

5. Were materials available as you needed them?

6. Did you feel that the number of field trips was adequate?

How many trips did you take?
How many of these required bus transportation?

B. Services Available:
Please check each of the following auxiliary services and evaluate its relative helpfulness to the program:

	Not Available	Poor	Fair	Average	Good	Very good
1. Medical Examination						
2. Medical Services						
3. Dental Examination						
4. Dental Services						
5. Psychological Exam						
6. Psychological Services						

B. Services available (Cont)

	Not Available	Poor	Fair	Average	Good	very good
7. Inservice training						
8. Teaching supervision						
9. School nurse						

C. Communication

1. Did you speak Spanish in Operation Headstart? ____________

If so, please indicate how helpful it was. ____________

____

2. How many other people in the staff spoke Spanish and to what extent?
Little/Some/About half the time/often/almost always/
____/____/____________/____/____________

3. To what extent do you feel the school has the responsibility for teaching English to Spanish speaking children?
Little/some/share 50/50 with home/more than home/major/most/
____/____/____________/____________/____/____/
very mcuh/
________/

4. To what extent were Mexican-American parents involved in Headstart?
Little/ some/ avarage/ much/ very much/
____/____/________/____/________/

5. To what extent were Mexican-American parents interested in this program? ____________

____

____

Thank you very much for your help in filling in this questionaire.

Your contribution to the success of Operation Headstart is deeply appreciated.

EVALUATION AND RESEARCH

OPERATION HEAD START

FOLLOW-UP TEACHER INTERVIEW

Name: ______________________ District/School: ______________

Address: ______________________ Phone: ______________________
Street

____
City, State

I. EDUCATIONAL TRAINING

A. Degrees Held: Name of College:

B.S. ______________________________

M.S. Ed. ______________________________

Ed.D. ______________________________

Other ______________________________
(Please specify)

B. Number of years teaching experience: ______________

C. Please check all the grade levels taught:

Preschool or Nursery k 1 2 3 4 5 6 7 8 9 10 11 12

College ______________ Other ______________

D. In which State or States did you do the major portion of your teaching?

____

E. Please list all credentials held: If out of State specify ______________

______________________________.

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II. CULTURE AND HISTORY

A. Have you ever taught Mexican-American children? ____________
If so, please indicate:

Where	How Long	% of class who were Mexican-American

B. Experience with Mexican-American culture and history.

1. Please list any foreign languages with which you are conversant:

	Read	Write	Speak
Spanish			
French			
German			

2. Have you visited in Mexico? ____________

If so, please list the places you have been and the approximate length of time there:

3. Are you familiar with the literature and/or history of Mexico? ______

If you are, please describe your major source of information:

____.

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4. Please check the following items on the basis of your experiences:

MEXICAN-AMERICAN CHILDREN DIFFER FROM ANGLO AND/OR OTHER CHILDREN IN THE FOLLOWING RESPECTS:

	Rarely	Some-times	About the same as	Usually or often	Most of the time
1. Require special teaching techniques					
2. Learn differently than others					
3. Have the desire to learn					
4. Have difficulty with vocabulary					
5. Have difficulty because they are bilingual					
6. Need to come prepared to speak English					
7. Have more emotional problems					
8. Are more likely to engage in delinquent acts					
9. Need more help in getting along with other people					
10. Need more help in developing a positive self image					
11. Are difficult for you to understand					
12. Could benefit from starting school at a later age					

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	Rarely	Some-times	About the same as	Usually or often	Most of the time
13. Need more direction from the teacher					
14. Are more timid and/or less inhibited					
15. Are most likely to participate in group activities					
16. Are more dependent					
17. Need to start school at an earlier age					
18. Are more easily annoyed					
19. Are reluctant to talk to adults					
20. Lack confidence in themselves					
21. Tend to give up easily					
22. Are cooperative in doing what adults ask					
23. Need adult attention to support their work and/or play					
24. Show trust in themselves and their abilities					
25. Are generally happy					
26. Often miss school because of illness					
27. Often miss school because of family responsibilities					
28. Often miss school for no real reason					

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	Rarely	Sometimes	About the same as	Usually or often	Most of the time
29. Tend to stay with "their own"					
30. Are well behaved					

III. PROGRAM EXPERIENCE

A. Description of class

1. Number of children who are:

Mexican-American ____________________

Oriental ____________________

Negro ____________________

Anglo-American ____________________

2. Are there any children in your class who speak so little English they require help in translation? ____________________

If so, How many? ____________________

3. How many children in your class were in Head Start this past summer? ____________________

4. Did you receive any information and/or school records?

____

Was it -

Of Little Value	Some Help	Useful	Helpful	Very Helpful

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5. Do you feel the children who were in Head Start last summer adjust to school more easily than those who didn't attend?

____

6. Do you feel you understand the special needs of Mexican-American children? ______________________

____

7. To what extent are Operation Head Start parents (as compared with other Mexican-American parents) involved in school and/or community activities?

Little	Some	Average	Much	Very Much
______	______	______	______	______

8. To what extent are former Head Start students more receptive, and/or highly motivated to learn as compared with other Mexican-American children?

Little	Some	Average	Much	Very Much
______	______	______	______	______

9. The following children were in Head Start and are now in your class. Could you tell me some of their strengths and some of their weaknesses?

____

____

____

____

____

10. To what extent do you feel the school has the responsibility for teaching English to Spanish speaking children?

Little	Some	Share 50/50 with home	More than home	Major	Most	Very Much
______	______	______	______	______	______	______

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EVALUATION AND RESEARCH

OPERATION HEAD START

TEACHER AIDE INTERVIEW

Name: ______________________ Head Start Center ______________________

Address: ______________________ Home Phone: ______________________
Street

____
City, State

I. EDUCATIONAL TRAINING

1. Please list the schools, city and state which you attended and/or any degrees held:

K - Grade 3	______________	______________
Grades 4 - 8	______________	______________
High School 9 - 12	______________	______________
Other	______________	______________

2. Have you worked with pre-school and/or other age children in any capacity such as nursery school, Sunday school, recreational programs, boy scouts, girl scouts etc? If so, please list these experiences whether or not you were paid for your work.

____

____

____

3. Have you taught in the past? __________ If so, please list:

Grade	School	City	State

4. Have you had any other specific training or special course work that was helpful to you in your assignment with Operation Head Start? ________ If so, please list these experiences.

____

____

5. What is your regular occupation and/or avocation?

____

6. Were you paid to work on Operation Head Start? __________
If so, how much per hour? __________

7. Have you worked outside your home prior to Operation Head Start? __________
If so, please list the kinds of work you have done: __________

____

8. What kind of work does your husband do? __________

9. Was your husband: (a) the major provider in the family? __________ and/or
(b) out of work and looking for a job any time during the past year?

____

10. What is your family's total income? __________

11. Would you like to see your children go to college? __________

12. Would you like to see Head Start continue in the future? __________

and if so, why? __________

13. Please list any of the following groups to which you belong and/or participate:

Church __________

Community __________

School __________

Social or other __________

H. EXPERIENCE WITH MEXICAN-AMERICAN CULTURE AND HISTORY

A. Please list any foreign languages with which you are conversant:

	Read	Write	Speak
English			
Spanish			
Other			
Other			

B. Have you visited in Mexico? ________
If so, please list the places you have been and the approximate length of time there:

____________________________ ____________________________
____________________________ ____________________________
____________________________ ____________________________
____________________________ ____________________________
____________________________ ____________________________

C. Are you familiar with the literature and/or history of Mexico? ____________
If so, please describe your major source of information: ________________
____

D. Please check the following items on the basis of your experiences:
Mexican-American children differ from Anglo and/or other children in the following respects:

	Rarely	Sometimes	About the same as	usually or often	Most of the time
1. Require special teaching techniques					
2. Learn differently than others					
3. Have the desire to learn					
4. Have difficulty with vocabulary					
5. Have difficulty because they are bilingual					
6. Need to come prepared to speak English					
7. Have more emotional problems					
8. Are more likely to engage in delinquent acts					

	Rarely	Sometimes	About the same as	Usually or often	Most of the time
9. Need more help in getting along with other people					
10. Need more help in developing a positive self image					
11. Are difficult for you to understand					
12. Could benefit from starting school at a later age					
13. Need more direction from the teacher					
14. Are more timid and/or inhibited					
15. Are most likely to participate in group activities					
16. Are more dependent					
17. Need to start school at an earlier age					
18. Are more easily annoyed					
19. Are reluctant to talk to adults					
20. Lack confidence in themselves					
21. Tend to give up easily					
22. Are cooperative in doing what adults ask					
23. Need adult attention to support their work and / or play					

	Rarely	Some-times	About the same as	Usually or often	Most of the time
24. Show trust in themselves and their abilities					
25. Are generally happy					
26. Often miss school because of illness					
27. Often miss school because of family responsibilities					
28. Often miss school for no real reason					
29. Tend to stay with "their own"					
30. Are well behaved					

III. PROGRAM EXPERIENCE

A. Description of class

1. Number of children who were:

Mexican-American ____________
Oriental ____________
Negro ____________
Anglo- American ____________

2. Were there any children who spoke so little English they required help in translation? ____________
If so, how many? ____________

3. Were you asked to help in developing the overall program at your school? ____________

If so, in what way? ____________

____

____

4. Have you any special talents and/or skills that could have been used in this program? ____________________

I If so, in what way were they used? ____________________

____

And/or in what way could they have been used? ____________________

____

5. Please indicate your feeling about morale and/or interest in Operation Head Start of the following people:

	Poor	Fair	Average	Good	Very good
Teachers					
Staff					
Administration					
Parents					
Volunteers					
Children					
Community at large					

6. Were materials available as you needed them? ____________________

7. Did you feel that the number of field trips was adequate? ____________________

How many trips did you take? ____________________

How many of these required bus transportation? ____________________

B. Services Available

Please check each of the following auxiliary services and evaluate its relative helpfulness to the program:

	Not available	poor	average	good	excellent
1. Medical exam.					
2. Medical services					
3. Dental Examination					
4. Dental Services					
5. Psychological Exam					
6. Psychological services					
7. Inservice Training					
8. Teaching supervision					
9. School Nurse					

B. Communication

1. Did you speak Spanish in Operation Head Start? ____________
If so, please indicate how helpful it was. ______________________
____

2. How many other people in the staff spoke Spanish and to what extent?
____

Little / Some / About half the time / Often / Almost always
______/______/______________/______/______________

3. To what extent do you feel the school has the responsibility for teaching English to Spanish Speaking children
Little / Some / Share 50/50 with home/ More than home/ major/

_____/_____/________________/____________/______/

4. To what extent were Mexican-American parents involved in Head Start?
Little / Some / Average / Much/ very much/

_____/______/________/_____/_________/

Can you list any reason for their active participation and/or lack of participation? Please explain and elaborate: ______________________

____

____

5. To what extent were Mexican-American parents interested in this program?

Little/ Some/ Average/ Much/ Very much/

_____/_____/_______/____/__________/

6. Are you yourself of Mexican-American background? ________________

If not, what is your ethnic background? ______________________

7. Were you comfortable in your working relationships in Operation Head Start? ____

What factors do you feel contributed to this feeling? ________________

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Thank you very much for your help in filling in this questionnaire. Your contribution to the success of Operation Head Start is deeply appreciated.

OPEN-END QUESTIONS. -

How did you get involved in Head Start? Did you have a related child participating in the program? If so, what is the relationship? What were your main functions in Head Start? Did you have an opportunity to teach? Would you like to be a teacher if it were possible to get the training you need?

Were you able to communicate community feelings to the staff of Head Start? Do you think it would be an advantage for the staff of Head Start to speak Spanish? Would this really enable them to talk freely with Mexican-American populace? Do you feel the teacher understood and knew how to handle these children? What suggestions and/or recommendations could you make on how to work with the Mexican-American culture?